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B7 INTRODUCTION

TO THE STUDY OF

ENGLISH GRAMMAR:

ARRANGED

FOR THE USE OF BEGINNERS,

BY

W. J. BURNSIDE, A. M.,

PRINCIPAL OF THE LEBANON HIGH SCHOOL.

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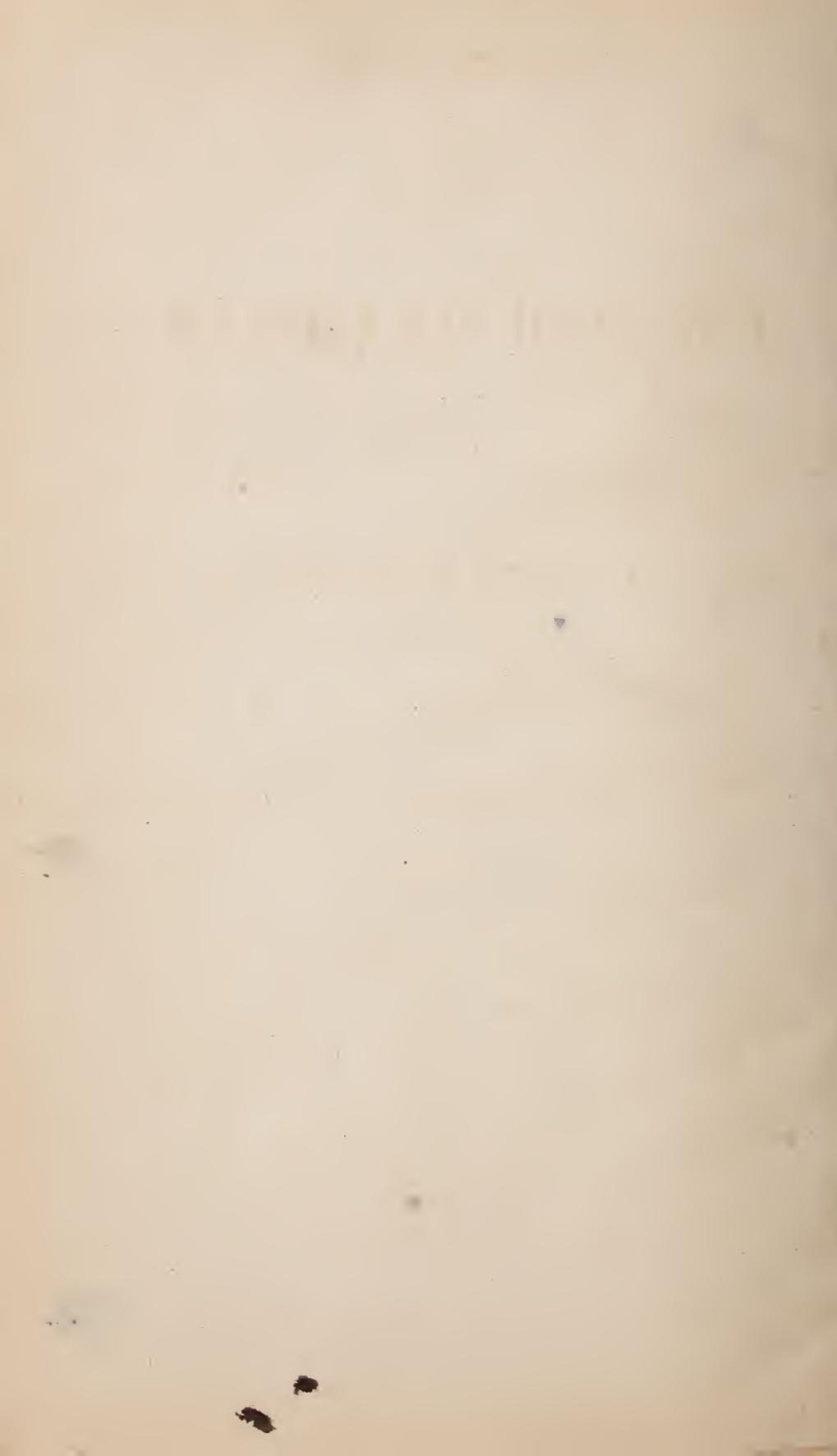
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William M. Brashier

Author.



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NOTE BY THE AUTHOR.

The following pages have been prepared in the hope of supplying, in some measure, a want that has been felt in the Public Schools of Lebanon.

The aim is, to furnish, in a concise and simple form, the rudiments of English Grammar, disengaged from the commentary and speculation in which they are usually found imbedded;—to furnish for the beginner all that is needed in order to master the “Parts of Speech,” to understand the Parsing and Analysis of ordinary sentences, and the correction of common errors in speaking and writing.

There is no claim to originality.

Matter has been appropriated wherever found. The only merit for which credit is asked is that of prudent selection.

The Definitions and Rules have been borrowed, without material change, from Brown’s Grammar, and other standard authorities.

Only a few of the Definitions are new, either in form or substance, and these have been tried by practice and not “found wanting.”

In the hope of some favor, on the grounds of brevity, simplicity, and cheapness, this slender volume is offered for trial to my fellow teachers.

Entered according to the Act of Congress, in the year 1870, by Wm. M. BRESLIN, in the Clerk’s Office of the District Court of the United States, in and for the Eastern District of Pennsylvania.

Price 20 Cents.

ENGLISH GRAMMAR.

1. What is the use of Language ?

To express our thoughts.

2. In what two different ways can we express our thoughts ?

By speaking, and by writing.

3. In what two ways can we learn the thoughts of others ?

By hearing them speak, and by reading their writings.

4. What is Grammar ?

Grammar is the science of Language.

5. What does Grammar teach us ?

To speak and write correctly.

6. What is English Grammar ?

English Grammar is the art of speaking, reading, and writing
the English language correctly.

7. How is English Grammar divided ?

Into four parts :—Orthography, Etymology, Syntax, and
Prosody.

8. Of what does Orthography treat ?

Orthography treats of *Letters*.

9. Of what does Etymology treat ?

Etymology treats of *Words*.

10. Of what does Syntax treat ?

Syntax treats of *Sentences*.

11. Of what does Prosody treat ?

Prosody treats of *Poetry*.

ORTHOGRAPHY.

1. When children begin to use books, what do they generally learn first?

Letters.

2. How many Letters are there in English?

Twenty-six.

3. What are these Letters designed to represent?

The simplest sounds we can make in speaking.

4. How many simple sounds may be heard in our language?

More than forty.

5. How can we represent forty sounds with only twenty-six Letters?

Some of the Letters stand for more than one sound.

6. Are all of the simple sounds represented by single Letters?

Simple sounds are sometimes represented by two Letters; as, *th* in think.

7. Which is the first Letter of the Alphabet? *a.*

8. The second? *b.*

9. Spell the name of this Letter?

B-e, be.

10. Can you spell *a* in the same manner?

We can not.

11. Why not?

Because the name of the Letter *a* is a simple sound.

12. How many Letters of this kind does the alphabet contain?

Five:—a, e, i, o, u.

13. What are these Letters called?

Vowels.

14. What other Letters are sometimes used as vowels?

W and y.

15. What are the Letters called which are not vowels?

Consonants.

16. What is the meaning of Consonant?

Sounding in company.

17. Why are the Consonants so called?

Because they cannot be perfectly sounded unless joined to a Vowel.

18. How are the consonants divided?

Into Semi-vowels and Mutes.

19. What is the meaning of Semi-vowel?

Half vowel, or half vocal.

20. What is a Semi-vowel?

A Semi-vowel has an imperfect vocal sound which can be prolonged at the end of a syllable; as, *roar, peal*.

21. What is a Mute?

A Mute is a letter which has no vocal sound, and which at the end of a syllable suddenly stops the breath; as, stop, quit.

22. When letters are joined or written together properly, what do they form?

Words or Syllables.

23. What is a Syllable?

A Syllable is one or more letters pronounced in one sound—and is either a word or part of a word; as, *a, an, can*.

24. What must every Syllable contain?

A Vowel.

25. When two vowels are joined in one syllable, what do they form?

A Diphthong.

26. When three vowels are joined?

A Triphthong.

27. What is a Word?

A Word is one or more syllables spoken or written as the sign of some idea, or manner of thought.

28. What is a word of one syllable called?

A Monosyllable.

29. A word of two syllables?

A Dissyllable.

30. Of three syllables?

A Trisyllable.

31. What term is generally applied to words of more than one syllable?

Polysyllable.

32. What is a Primitive Word?

A Primitive Word is one that is not formed from any simpler word in the language; as, *man, good*.

33. What is a Derivative word?

A Derivative word is one that is formed from a simpler word in the language; as, *manful, goodness*.

34. What is a Simple word?

A Simple word is one that is not compounded.

35. What is a Compound word?

A Compound word is one that is composed of two or more simple words; as, *gentleman, jack-knife*.

36. What is Spelling?

Spelling is the art of expressing words by their proper letters.

37. How is spelling generally learned?

From spelling-books and dictionaries.

38. What is that part of grammar called, which treats of spelling?

Orthography.

ETYMOLOGY.

- How does Etymology treat of Words ?

It divides them into classes, according to their use and meaning.

- What are these classes called ?

Parts of Speech.

- How many parts of speech are there in English—and what are they ?

Ten :—The Noun, Article, Adjective, Pronoun, Verb, Participle, Adverb, Conjunction, Preposition, and Interjection.

- Do these classes include all words ?

Every word in the English language must belong to one of these ten parts of speech.

- Define each.

I. A Noun is the name of anything ; as, *Sarah, river, Virtue*.

II. An Article is the word *a* or *an* or *the*, which we put before nouns to limit their meaning ; as, *a name, the king*.

III. An Adjective is a word that relates to a noun or pronoun and generally expresses quality, extent or limitation ; as, *good boys, two men, He is tall*.

IV. A Pronoun is a word used instead of a noun ; as, If James be careful, *he* will succeed.

V. A Verb is a word used to express action or being ; as, *He loves, He is loved, He is*.

VI. A Participle is a form of the verb, which has also the properties of an adjective, or of a noun ; as, I saw a bird *sitting* on the tree.

VII. An Adverb is a word used to qualify or vary the meaning of a verb, a participle, an adjective, or another adverb ; as, Jane studies *very diligently*.

VIII. A Conjunction is a word used to connect words, phrases, or sentences ; as, Two *and* three are five ; Did he go into the house *or* into the barn ?

IX. A Preposition is a word which is generally placed before a noun or pronoun to show its relation to some preceding word ; as, James works *in* the mill.

X. An Interjection is a word used to express a strong or sudden emotion of the mind ; as, *Oh ! Pshaw !*

NOUNS.

1. What is a Noun ?

A Noun is the name of anything.

2. George is the name of a boy—is George a noun ? and why ?

George is a noun because it is a name.

3. What kind of a name

The name of a person.

4. Of what is the word horse a name ?

Horse is the name of an animal.

5. Of what is goodness a name

Goodness is the name of a quality.

6. Mention two nouns the names of persons ?

7. Two, the names of wild animals ?

8. Two, the names of places ?

9. Two, of things in the school-room ?

10. Two, the names of qualities ?

11. One, of a bad quality ?

COMMON AND PROPER NOUNS.

12. What is the meaning of the word common ?

Common means general, belonging to more than one.

13. The name boy may be applied to any male child—what kind of a name may it be called ?

A Common name.

14. Why is it a common name ?

Because it may be applied to any or all of a class or kind.

15. What kind of a noun shall we call boy ?

A Common noun.

16. What is a Common noun ?

A Common noun is the name of a sort, kind, or class, of beings or things.

17. How can we distinguish a particular boy ?

By using his own name ; as, *George*, *William*, *Henry Martin*.

18. What is such a name called ?

A Proper name.

19. What kind of a noun may we call George ?

A Proper noun.

20. What kind of a noun is Peter ? and why ?

Peter is a proper noun, because it is the name of a particular person.

21. What kind of a noun is Lebanon ? and why ?

Lebanon is a proper noun because it is the name of a particular place.

22. Into what general classes may nouns be divided

Into two classes :—Common and Proper.

PROPERTIES OF NOUNS.

23. What properties have nouns in grammar?

Four :—Person, Number, Gender and Case.

PERSON.

24. How many Persons have nouns?

Three persons :—the first, second and third.

25. What is the first person?

The first person denotes the speaker or writer ; as, I *John* saw it.

26. What is the second person?

The second person denotes the person or thing spoken to or addressed ; as, *James*, come to me ; Give ear, O, *Earth*.

27. What is the third person?

The third person denotes the person or thing spoken of ; as *James* has come ; *Mary* goes to school.

NUMBER.

28. What is meant by Number?

Number indicates *how many*.

29. How is the term Number used in grammar?

To denote whether one thing is meant, or more than one.

30. How many numbers have nouns?

Two :—the Singular and the Plural.

31. What is the singular number?

The Singular number denotes but one thing ; as, *boy*, *book*.

32. What is the plural number?

The Plural number denotes more than one ; as, *boys*, *fishes*, *men*.

33. How is the plural number of nouns usually formed?

By adding *s*, or *es* to the singular ; as, *boy*, *boys*; *box*, *boxes*.

34. When the singular ends in *y* with a consonant before it, how is the plural formed?

By changing *y* into *ies* ; as, *city*, *cities*.

35. Name a noun that does not form its plural regularly?

“*Man*. ”

36. What is the plural of man? *men*. 37. Of woman? *women*. 38. Child? *children*. 39. Foot? *feet*. 40. Tooth? *teeth*. 41. Ox? *oxen*. 42. Goose? *geese*.

GENDER.

43. What does the Word Gender mean?

Gender means sex.

44. What is meant by gender in grammar?

Gender is that property of nouns which distinguishes them in regard to sex.

45. How many sexes are there?

Two :—male and female.

46. What does the word Masculine mean ?

Masculine means male.

47. What is the Masculine Gender ?

The Masculine Gender denotes beings of the male sex ; as, *man, king, James.*

48. What does Feminine mean ?

Feminine means female.

49. What is the Feminine Gender ?

The Feminine Gender denotes beings of the female sex ; as, *woman, Jane, actress.*

50. What does the word Neuter mean ?

Neuter means neither.

51. What nouns are said to be of the Neuter Gender ?

The names of objects that are neither male nor female—that is, without sex ; as, *book, desk, courage.*

52. Of what Gender is child ?

It may be either Masculine or Feminine.

53. Of what Gender then may we call child ?

Common Gender.

54. What names may be considered of the Common Gender ?

Names that may denote either male or female, or may include both ; as, *parent, bird, sheep.*

55. In how many ways may the sexes be distinguished ?

In three ways.

56. What is the first ?

By different words ; as, *boy, girl.*

57. What is the second ?

By a change of termination ; as, *actor, actress ; god, goddess.*

58. What is the third ?

By a word prefixed ; as, *man-servant maid-servant.*

59. When objects without sex are spoken of as masculine or feminine, what is this manner of speaking called ?

A Figure of Speech.

60. What objects are made masculine in this way ?

Things noted for power, strength or fierceness ; as, *the Sun, Winter, War, Time.*

61. What kind of objects are made feminine ?

Things beautiful, amiable or receptive ; as, *the Moon, Peace, the Earth.*

62. Give examples ?

“As when the sun shineth in *his* strength.”

“The moon shed *her* pale light upon the scene.”

CASE.

63. What does the word Case mean?

Case means situation or condition.

64. What is meant by the Case of nouns?

The relations which they have to other words.

65. How many Cases have nouns?

Three; The Nominative, the Possessive, and the Objective.

66. What is the Nominative Case?

The Nominative Case is that which usually denotes the subject of a verb; as, *John runs*.

67. What is the subject of a verb?

The subject is that concerning which an assertion or a supposition is made; as, *James struck William*; If *William* be struck.

68. Under what other circumstances is a noun said to be in the Nominative Case?

The name of a person or thing addressed, and a name merely mentioned are in the Nominative Case; as, *James*, come to me; *Henry* the Eighth.

69. What is the Possessive Case?

The Possessive Case is that which usually denotes the relation of property; as, *John's hat*; *Children's shoes*; *Wisdom's ways*.

70. How do nouns in the singular number form their possessive case?

By placing an apostrophe and the letter *s* after the nominative.

71. When the plural ends regularly in *s*, how is the possessive formed?

By adding the apostrophe only.

72. If the plural does not end in *s*, how is the possessive formed?

In the same way as the singular, by adding the apostrophe and the letter *s*.

73. What is the Objective Case?

The Objective Case is that which denotes the object of an action, or relation; as, He struck *William*; Mary was writing a *letter*; John fell into the *water*.

DECLEMSSION OF NOUNS.

| | | | |
|-----------|---------|-----------|---------|
| Singular, | Plural, | Singular, | Plural, |
|-----------|---------|-----------|---------|

| | | | |
|----------------------------|----------------------|----------------------|----------------------|
| Nominative, <i>Boy</i> , | Nom. <i>Boys</i> , | Nom. <i>Man</i> , | Nom. <i>Men</i> , |
| Possessive, <i>Boy's</i> , | Poss. <i>Boys'</i> , | Poss. <i>Man's</i> , | Poss. <i>Men's</i> , |
| Objective, <i>Boy</i> ; | Obj. <i>Boys</i> . | Obj. <i>Man</i> ; | Obj. <i>Men</i> . |

PARSING.

John broke Mary's slate.

John is a noun—it is a name, proper—it denotes a particular name, masculine gender—it is the name of a male, third person—it denotes the person spoken of, singular number—it means but one; and in the nominative case—it is the subject.

Mary's is a noun—it is a name, proper—it denotes a particular name, feminine gender—it is the name of a female, third person—it is the person spoken of, singular number—it means but one, and in the possessive case—it denotes possession.

Slate is a noun—it is a name, common—it is a general name, neuter gender—it is neither male nor female, third person—it is spoken of, singular number—it means but one, and in the objective case—it is the object of an action.

Children obey your parents.

Children is a noun—it is a name, common—it is a general name, common gender—it may include male and female, second person—it denotes the person spoken to, plural number—it means more than one, and in the nominative case—it is the name of the person addressed.

The books are in the desk.

Desk is a noun—it is a name, common—it is a general name, neuter gender—it denotes neither male nor female, third person—it is spoken of, singular number—it means but one, and in the objective case—it is the object of a relation, (denoted by in.)

I, John, saw it.

John is a noun—it is a name, proper—it is a particular name, masculine gender—it is the name of a male, first person—it denotes the speaker, singular number—it means but one, and in the nominative case—it is the name of the subject.

(First point out the Nouns in the following sentences, and then parse them.)

Boys love sport. James broke the ice. Mary Smith reads novels. The peaches are ripe. The ice is broken. The moon shines by night. The merchant sells ladies' gloves. Men eat bread. Lions eat men. Mary's flowers are beautiful. Our Father, who art in heaven. I Paul myself beseech you. We, teachers of the public schools. Sarah, come to dinner. Eagles build their nests on rocks. A cat in gloves catches no mice.

ARTICLES.

1. When I say, "Bring me cake," I designate only the kind of food I wish : if I say, "Bring me *a* cake," I limit the request to one cake, but not any particular one; but if I say, "Bring me *the* cake," I am understood to speak of some particular cake—before spoken of—or known to the person addressed.

Which are the words that make the difference in meaning ?

A and *the*.

2. What office do these words perform ?

They limit the meaning of nouns.

3. What are the words *a* and *the* called in grammar ?

Articles.

4. What then are Articles ?

Articles are the words *a* or *an* and *the*, put before nouns to limit their meaning.

5. When do we use *an* instead of *a* ?

Before words beginning with the sound of a vowel ; as *an* apple, *an* hour.

6. How many Articles are there?

Two ; *a* or *an*, and *the*.

7. How are the two Articles distinguished?

A or *an* is called the Indefinite Article ; *the* is called the Definite Article.

8. Define the Indefinite Article?

The Indefinite Article, *a* or *an*, denotes one thing of a kind, but not any particular one.

9. Define the Definite Article?

The Definite Article, *the*, denotes some particular thing or things.

PARSING.

The boys found a shelter.

The is an article—a word placed before nouns to limit their meaning, definite—it denotes some particular boys, and relates to boys.

A is an article—a word placed before nouns to limit their meaning, indefinite—it does not denote any particular shelter, and relates to shelter.

(Parse the articles in the following sentences.)

A man. A railroad. An eagle. An hour. The boys' hats. The road to Lebanon. The books are in the desk. A boy fell into the river. The men are in the field. The boy ran a mile. He brought a book, but not the book I wanted.

ADJECTIVES.

1. When I say, "John is a good boy," which word tells what kind of a boy John is?

The word *good*.

2. The apples are sour, which word expresses the quality of the apples?

The word *sour*.

3. What are such describing words called in grammar?

Adjectives.

4. A few men, *some* men, *one* man,—what do these adjectives express?

Limitation.

5. What is an Adjective?

An Adjective is a word that relates to a noun or pronoun and generally expresses quality, extent, or limitation.

6. Into what general classes may adjectives be divided?

Into six classes—Common, Proper, Numeral, Pronominal, Participial and Compound.

7. What is a Proper adjective?

It is one that is formed from a proper name ; as, *Grecian*.

8. What is a Numeral adjective?

It is one that expresses a definite number ; as, *one*, *twenty*.

9. What is a Pronominal adjective?

It is one that may be either joined to a noun expressed, or represent it understood ; as, *Either* road is safe ; *Either* of them will answer.

10. What is a Participial adjective?

It is one that has the form of a participle ; as, a *learned* man ; a *pleasing* story.

11. What is a Compound adjective?

It is one that is composed of two or more words joined together ; as, *everlasting*, *two-bladed*.

12. What modification have adjectives?

Comparison.

13. What is Comparison?

Comparison is a variation of the adjective to express quality in different degrees.

14. How many Degrees of Comparison are there?

Three :—The Positive, the Comparative, and the Superlative.

15. What is the Positive Degree?

The Positive Degree is that which is expressed by the Adjective in its simple form ; as, *wise*, *good*.

16. What is the Comparative Degree?

The Comparative Degree is that which expresses a higher or lower degree of a quality in one object as compared with another ; as, *Flint* is *harder* than *marble*.

17. What is the Superlative degree?

The Superlative degree is that which expresses the quality in the highest or lowest degree ; as, *Rhode Island* is the *smallest* of the United States.

18. Name some adjectives that cannot be compared?

Round, *square*, *dead*, *immortal*.

19. How are adjectives regularly compared?

By adding to the positive *r* or *er* for the comparative, and *st* or *est* for the superlative ; as, *sweet*, *sweeter*, *sweetest*; *pale*, *paler*, *palest*.

20. What adjectives are compared in this way?

Most monosyllables and dissyllables ending in *y* or *e* mute ; as, *great*, *pretty*.

21. How are words of more than one syllable generally compared?

By placing *more* and *most* before the Positive ; as, *beautiful*, *more beautiful*, *most beautiful*.

22. Compare the irregular adjectives?

| Positive, | Comparative, | Superlative, |
|---------------|--------------|--------------|
| Good, | better, | best. |
| Bad or ill, | worse, | worst. |
| Much or many, | more, | most. |
| Little, | less, | least. |

23. When is an adjective used as a noun?

When it is placed without a noun, with the definite article before it; as, *The rich* and *the poor* meet together.

EXAMPLES FOR PARSING.

A great man.

Great is an adjective—it relates to a noun and expresses quality, compared, positive *great*; comparative *greater*; superlative *greatest*; made in the positive degree and relates to the noun man.

The best scholar.

Best is an adjective—it relates to a noun and expresses quality, compared, positive *good*; comparative *better*; superlative *best*; made in the superlative degree—it expresses the quality in the highest degree, and relates to the noun scholar.

A more difficult method.

Difficult is an adjective—it relates to a noun and expresses quality, compared, positive *difficult*; comparative *more difficult*; superlative *most difficult*; made in the comparative degree—it implies a comparison between two, and relates to the noun method.

This book is yours.

This is an adjective—it relates to a noun and expresses limitation, pronominal—it may be joined to a noun or represent it understood, it cannot be compared, and it relates to the noun book.

EXERCISES IN PARSING.

An idle boy. A dark passage. The longest day. A greater multitude. The golden calf. A long journey. The wisest king. The oldest inhabitant. The drunkard's daughter. The early train. A late arrival.

PRONOUNS.

1. If John be studious, John will improve.—How can I express the same meaning without repeating the word John?

By using the word *he* instead of John—If John be studious, *he* will improve.

2. What does the word *Pronoun* mean?

Standing for or instead of a noun.

3. What shall we call such words as *he*?

Pronouns.

4. What is a Pronoun?

A Pronoun is a word used instead of a noun.

5. Henry and his brother lost their books, which are the Pronouns in this sentence?

6. How would you express this without Pronouns?

Henry and Henry's brother lost Henry's and Henry's brother's books.

7. Would it be proper to say, "If Mary be studious, he will excel?"

8. Why not?

Because Mary is a noun of the feminine gender, and *he* is masculine.

9. In what respects must the Pronoun agree with the word for which it stands?

In person, number and gender.

10. Into what classes may Pronouns be divided?

Into three classes:—Personal, Relative, and Interrogative.

PERSONAL PRONOUNS.

11. What is a Personal pronoun?

A Personal pronoun is one that is always of the same person.

12. Which are the Simple Personal pronouns?

I, thou or you, he, she, and it, with their variations.

13. Which are the Compound Personal pronouns?

Myself, thyself or yourself, himself, herself, and itself, with their plurals, *ourselves, yourselves, and themselves*.

14. How are the Pronouns *thou* and *thyself* used?

Only in the solemn style; they are not used in ordinary conversation.

15. By what writers are they used?

By the sacred writers, and the poets.

RELATIVE PRONOUNS.

16. What is a Relative Pronoun?

A Relative Pronoun is one that represents a preceding word or phrase and connects the parts of a sentence; as, Here is the knife which I found.

17. What is the preceding word called, to which the pronoun relates?

The antecedent.

18. What is the meaning of antecedent?

Going before.

19. Why is the antecedent of a pronoun so called?

Because it is generally expressed before the Relative.

20. Which are the Relative Pronouns?

Who, which, what, and that; and the compounds, *whoever, whosoever; whichever, whichever; whatever, whatsoever*.

21. What peculiarity has the Relative *what*?

What is a kind of double pronoun, representing both an antecedent and a relative, and is equivalent to *that which*, or *those which*; as, You heard *what* was said—that is, You heard *that which* was said.

22. How are the Compound pronouns used ?

They are sometimes double pronouns, like *what* ; and they are sometimes joined to nouns as adjectives.

23. Which of the relatives are used as pronominal adjectives ?

All except *who* and its compounds ; as, *Which* way did he go ? *Whatever* fate be mine.

INTERROGATIVE PRONOUNS.

24. What is an Interrogative Pronoun ?

An Interrogative Pronoun is one with which a question is asked ; as, *Who* goes there ?

25. Which are the Interrogative Pronouns ?

Who, *which*, and *what*.

26. What modifications have pronouns ?

The same as nouns :—Person, Number, Gender, and Case.

DECLEMNION OF PRONOUNS.

27. *I*, of the first person ?

| | | | |
|-----------------------|----------------------------|--------------|-------------------------------|
| Singular, Nominative, | <i>I</i> , | Plural, Nom. | <i>We</i> , |
| " Possessive, | <i>My</i> or <i>mine</i> , | " Poss. | <i>Our</i> , or <i>Ours</i> , |
| " Objective, | <i>Me</i> ; | " Obj. | <i>Us</i> . |

28. *Thou* or *you*, of the second person ?

| | | |
|------------------------------------|---------------------------------------|-------------------------------------|
| Singular, | Singular, | Plural, |
| Nom. <i>Thou</i> , | { Nom. <i>You</i> , | Nom. <i>Ye</i> or <i>you</i> , |
| Poss. <i>Thy</i> or <i>thine</i> , | { Poss. <i>Your</i> or <i>yours</i> , | Poss. <i>Your</i> or <i>yours</i> , |
| Obj. <i>Thee</i> ; | { Obj. <i>You</i> ; | Obj. <i>You</i> . |

29. *He*, of the third person, masculine gender ?

| | | | |
|-----------------------|--------------|--------------|---------------------------------|
| Singular, Nominative, | <i>He</i> , | Plural, Nom. | <i>They</i> , |
| " Possessive, | <i>His</i> , | " Poss. | <i>Their</i> or <i>theirs</i> , |
| " Objective, | <i>Him</i> ; | " Obj. | <i>Them</i> . |

30. *She*, of the third person, feminine gender ?

| | | | |
|-----------------------|-----------------------------|--------------|---------------------------------|
| Singular, Nominative, | <i>She</i> , | Plural, Nom. | <i>They</i> , |
| " Possessive, | <i>Her</i> or <i>hers</i> , | " Poss. | <i>Their</i> or <i>theirs</i> , |
| " Objective, | <i>Her</i> ; | " Obj. | <i>Them</i> . |

31. *It*, of the third person, neuter gender ?

| | | | |
|-----------------------|--------------|--------------|---------------------------------|
| Singular, Nominative, | <i>It</i> , | Plural, Nom. | <i>They</i> , |
| " Possessive, | <i>Its</i> , | " Poss. | <i>Their</i> or <i>theirs</i> , |
| " Objective, | <i>It</i> ; | " Obj. | <i>Them</i> . |

32. How are the Compound Personal pronouns declined ?

They all want the possessive case, and they are alike in the nominative and objective.

33. Decline *Who* ?

| | | | |
|-----------------------|----------------|--------------|----------------|
| Singular, Nominative, | <i>Who</i> , | Plural, Nom. | <i>Who</i> , |
| " Possessive, | <i>Whose</i> , | " Poss. | <i>Whose</i> , |
| " Objective, | <i>Whom</i> ; | " Obj. | <i>Whom</i> . |

34. Are the Relatives *which*, *what* and *that* declined ?

They are not, except that *whose* is sometimes used as the possessive case of which.

35. How is the Compound *whoever* or *whosoever* declined?

Like the simple pronoun—Nom. *Whosoever*, Poss. *Whossoever*, Obj. *Whomsoever*; &c.

EXAMPLES IN PARSING.

Here are the pens which Henry found.

Which is a pronoun—a word used instead of a noun, relative—it relates to a preceding word and also connects the clauses; of the third person, plural number, and neuter gender—to agree with its antecedent *pens*; and in the objective case—it denotes the object of an action.

We have lost the way.

We is a pronoun—a word used instead of a noun, personal—it is always of the same person; first person it represents the speaker, plural number—it denotes more than one, common gender—it may include male and female, in the nominative case—it is the subject.

Annie, you are naughty.

You is a pronoun—a word used instead of a noun, personal—it is always of the same person; of the second person, singular number, and feminine gender—to agree with the noun *Annie* which it represents, and in the nominative case—it denotes the subject.

EXERCISES.—(*Parse the Pronouns.*)

John lost *his* knife. Boys, attend to *your* lessons. The man *who* laughs. You will hurt *yourself*. We are ready. *He* could not find *us*. Our Father, *who* art in heaven. Are *you* tired? The pen *which* I found is broken. *I* Paul *myself* beseech *you*. James, study *your* lesson.

VERBS.

1. What is a Verb?

A Verb is a word that expresses action or being; as, James *loves* William; Peter *walks*; Henry *is struck*; You *are* fortunate.

2. When I say, "John strikes James," which word tells what John does?

The word *strikes*.

3. What part of speech is *strikes*?

A Verb.

4. Why is *strikes* a Verb?

Because it expresses action.

5. In what case is John?

In the Nominative case.

6. Why is John in the Nominative case?

Because John is the subject, or leading word.

7. What kind of a Verb is strikes ?

An Active Verb.

8. Why is it called Active ?

Because it expresses the action of its subject.

9. What is an Active Verb ?

An Active Verb is one that expresses the action of its subject or nominative.

10. What is the subject of an Active Verb ?

The actor or doer.

11. John strikes James,—In what case is James ?

In the objective case.

12. Why is James in the objective case ?

Because James is the object of the action.

13. Susan found a penny.—Which word is the object ?

14. She smiled sweetly.—Is there any object in this sentence ?

15. Can you put an object after smiled and make sense ?

16. What are those verbs called that take nouns or pronouns after them as objects ?

Transitive verbs.

17. What is a Transitive verb ?

A Transitive verb is one that will admit a noun or pronoun as an object ; as, Mary *broke* her slate ; He *struck* me.

18. How may a Transitive verb be known ?

If we can place him or it after the verb and make sense, it is generally Transitive ; as, I love *him* ; He found *it*.

19. What is an Intransitive verb ?

An Intransitive verb is one that expresses action, but will not admit an object after it ; as, John *walks* ; They *laughed* aloud.

20. Instead of saying "John struck James," I can express the same meaning by saying, "James was struck by John;"—which is the verb in the latter sentence ?

Was struck.

21. In what case is James ?

In the Nominative case.

22. Why is James in the Nominative case ?

Because James is the subject or leading word.

23. What is the subject of a verb ?

24. Does the verb *was struck* express action ?

It does.

25. Is James the actor ?

He is not.

26. What does the verb express in regard to its nominative, James ?

That he is affected by the action.

27. What kind of a verb do we call *was struck* ?

A Passive Verb.

28. What is a Passive Verb ?

A Passive Verb is one that represents its subject as being affected by the action ; as, John *is beaten* ; The trees *are shaken* by the wind.

29. What is the distinction between the Active and Passive nature of verbs called in grammar ?

Voice.

30. How many Voices have Verbs ?

Two :—The Active Voice and the Passive Voice.

31. He remains at home.—Which word is the verb ?

Remains.

32. Is this verb active or passive ?

It is neither active nor passive.

33. What kind of a verb, then, shall we call *remains* ?

A Neuter verb.

34. What is a Neuter verb ?

A Neuter verb is one that is neither active nor passive—but expresses being, state, or life without action ; as, He *is* ; She *sleeps* ; John *sits*.

35. Into what classes may verbs be divided according to their meaning ?

Into Active Transitive, Active Intransitive, Passive and Neuter.

36. What modifications or changes have verbs ?

Mood, Tense, Number, and Person.

37. What is meant by the Mood of a Verb ?

Mood or Mode is the manner in which the action or being is expressed.

38. How many Moods have verbs ?

There are five Moods :—The Indicative, the Potential, the Subjunctive, the Imperative, and the Infinitive.

39. What is the Indicative Mood ?

The Indicative Mood is that form of the verb which asserts or declares a thing, or asks a question ; as, John *walks* ; Does John *write* ?

40. What is the Potential Mood ?

The Potential Mood is that form of the verb which expresses power, liberty, possibility or necessity ; as, I *can go* ; We *must wait*.

41. What is the Subjunctive Mood ?

The Subjunctive Mood expresses the action or being as conditional or doubtful ; as, If he *come*, I will consent to stay.

42. What is the Imperative Mood ?

The Imperative Mood is that form of the verb which is used for commanding, exhorting, entreating or permitting ; as, *Lore* your enemies ; *Go* in peace ; John, *come* to me.

43. What is the Infinitive Mood ?

The Infinitive Mood is that form of the verb which expresses action or being not limited to a subject in person or number ; as, They ought *to study*.

44. What are all verbs called that are not in the Infinitive Mood ?

Finite verbs.

45. What is Tense ?

Tense is the variation of the verb to express the *time* of the action or being.

46. How many Tenses has the indicative mood ?

The indicative mood has six Tenses :—The Present, the Imperfect, the Perfect, the Pluperfect, the First Future, and the Second Future.

47. What is the Present Tense ?

The Present Tense is that form of the verb which expresses what takes place or is occurring in the present time ; as, I *see* him now ; The Sun *is setting*.

48. What is the Imperfect Tense ?

The Imperfect Tense is that form of the verb which expresses what took place or was occurring in time fully past ; as, I *saw* him yesterday.

49. What is the Perfect Tense ?

The Perfect Tense is that form of the verb which expresses what has occurred, with some relation to present time ; as, I *have seen* him this morning ; I *have always found* it so.

50. What is the Pluperfect Tense ?

The Pluperfect Tense is that form of the verb which expresses what had taken place at or before some past time referred to ; as, I *had finished* my work, before my father came.

51. What is the First Future Tense ?

The First Future Tense is that form of the verb which expresses what will take place hereafter ; as, He *will come* tomorrow.

52. What is the Second Future Tense ?

The Second Future Tense is that form of the verb which expresses what will have taken place at or before some future time referred to ; as, I *shall have finished* my letter before the mail closes.

53. How many Tenses has the potential mood ?

The Potential Mood has four Tenses :—The Present, the Imperfect, the Perfect, and the Pluperfect.

54. Which of these Tenses sometimes relate to future time ?

The Present and the Perfect.

55. What time is expressed by the Imperfect Tense of the potential mood ?

Indefinite time.

56. How many Tenses has the subjunctive mood?

The subjunctive mood has two Tenses :—The Present, and the Imperfect.

57. What is generally expressed by the Subjunctive Present?

A condition on which a result depends ; as, If he *be* studious, he will excel.

58. What time is expressed by the Subjunctive Imperfect?

Indefinite time.

59. How many Tenses has the imperative mood?

The imperative mood has one Tense :—The Present.

60. What time is generally referred to?

Future time ; as, *Come* again, *to-morrow*.

61. How many Tenses has the infinitive mood?

The infinitive mood has two Tenses :—The Present, and the Perfect.

PARTICIPLES.

62. What is a Participle?

A Participle is a form of the verb which has also the properties of an adjective, or of a noun ; as, I saw men *working* in the field ; He made a fortune by *selling* oranges.

63. How many Participles are there?

Three :—The Imperfect, the Perfect, and the Preperfect.

64. What is the Imperfect Participle?

The Imperfect Participle implies that the action or being is going on but not completed at the time referred to ; as, I saw Mark *playing* in the street.

65. What is the Perfect Participle?

The Perfect Participle implies a completion of the action or being ; as, A house *divided* against itself can not stand.

66. What is the Preperfect Participle?

The Preperfect Participle implies the previous completion of the action or being ; as, *Having given* this answer, he departed.

67. What is the Conjugation of a Verb?

The Conjugation of a verb is a regular arrangement of its moods, tenses, persons, and numbers, and its participles.

68. What are the Principal Parts in the Conjugation of a verb?

The Present, the Preterit, the Imperfect Participle, and the Perfect Participle.

69. Why are these called Principal Parts?

Because one of these Parts is found in every modification of the verb.

70. What is meant by the Preterit?

The Preterit is the simple form of the imperfect tense ; as, John *died* ; They *came*.

71. What are the principal parts of the verb love?

Present, *love*; Preterit, *loved*; Imperfect Participle, *loving*; Perfect Participle, *loved*.

72. Of the verb boil?

Present, *boil*; Pret., *boiled*; Imp. Part., *boiling*; Perf. Part., *boiled*.

73. Of the verb see?

See, *saw*, *seeing*, *seen*.

74. Of the verb be?

Be, *was*, *being*, *been*.

75. Of the verb keep?

Keep, *kept*, *keeping*, *kept*.

76. How are verbs divided in respect to form?

Into Regular, Irregular, Redundant, and Defective.

77. What is a Regular Verb?

A Regular Verb is one that forms the Preterit and the Perfect Participle by adding *d* to final *e*, and *ed* to other terminations of the present; as, *love*, *loved*, *loved*; *call*, *called*, *called*.

78. What is an Irregular Verb?

An Irregular Verb is one that does not form the preterit and the perfect participles by adding *d* to final *e*, or *ed* to other terminations of the present; as, *break*, *broke*, *broken*.

79. What is a Redundant Verb?

A Redundant Verb is one that forms the preterit and the perfect participle, (or one of them,) in two or more ways, so as to be either regular or irregular; as, *clothe*, *clothed* or *clad*, *clothed* or *clad*.

80. What is a Defective Verb?

A Defective Verb is one that wants one or more of the principal parts, and is used in only a few of the moods and tenses; as, *ought*, *quoth*, *beware*.

81. What does the word Auxiliary mean?

Auxiliary means helping.

82. What is an Auxiliary Verb?

An Auxiliary verb is one that is prefixed to the principal parts of another verb, to form some of the moods and tenses; as, 'We can go'; They *will have come*.

83. Which are the Auxiliary Verbs?

Do, *be*, *have*, *will*, *may*, *can*, *must*, and their variations.

84. Which of the tenses of the indicative mood are formed by the use of Auxiliary Verbs?

All except the present and the imperfect; and these sometimes have auxiliaries also.

85. What auxiliary is used to form the perfect tense of the indicative mood?

Have.

86. The pluperfect?

Had.

87. The first future!

Shall or will.

88. The second future?

Shall have, or will have.

89. The present tense of the potential mood?

May, can, or must.

90. The imperfect?

Might, could, would, or should.

91. The perfect?

May have, can have, or must have.

92. The pluperfect?

Might have, could have, would have, or should have.

Conjugation of the verb Love in the Active Voice.

FAMILIAR STYLE.

93. *Principal Parts.*

Present, *love*; Preterit, *loved*; Imperfect Participle, *loving*; Perfect Participle, *loved*.

INDICATIVE MOOD.

94. *Present Tense.*

| | | | |
|------------------------|-----------|----------------------|------------|
| Singular, 1st. Person, | I love, | Plural, 1st. Person, | We love, |
| " 2d. Person, | You love, | " 2d. Person, | You love, |
| " 3d. Person, | He loves; | " 3d. Person, | They love. |

95. Or, (*emphatic,*)

| | |
|-------------------------|------------------------|
| Singular, 1. I do love, | Plural, 1. We do love, |
| " 2. You do love, | " 2. You do love, |
| " 3. He does love; | " 3. They do love. |

96. *Imperfect Tense.*

| | |
|-----------------------|----------------------|
| Singular, 1. I loved, | Plural, 1. We loved, |
| " 2. You loved, | " 2. You loved, |
| " 3. He loved; | " 3. They loved. |

97. Or, (*emphatic,*)

| | |
|--------------------------|-------------------------|
| Singular, 1. I did love, | Plural, 1. We did love, |
| " 2. You did love, | " 2. You did love, |
| " 3. He did love; | " 3. They did love. |

98. *Perfect Tense.*

| | |
|----------------------------|---------------------------|
| Singular, 1. I have loved, | Plural, 1. We have loved, |
| " 2. You have loved, | " 2. You have loved, |
| " 3. He has loved; | " 3. They have loved. |

99. *Pluperfect Tense.*

- Singular*, 1. I had loved, *Plural*, 1. We had loved,
 " 2. You had loved, " 2. You had loved,
 " 3. He had loved ; " 3. They had loved.

100. *First Future Tense.*

- Sing.*, 1. I shall or will love, *Plu.*, 1. We shall or will love,
 " 2. You shall or will love, " 2. You shall or will love,
 " 3. He shall or will love ; " 3. They shall or will love.

101. *Second Future Tense.*

- Sing.*, 1. I shall have loved, *Plu.*, 1. We shall have loved,
 " 2. You will have loved, " 2. You will have loved,
 " 3. He will have loved ; " 3. They will have loved.

POTENTIAL MOOD.

102. *Present Tense.*

- Singular*, 1. I may, can, or must love,
 " 2. You may, can, or must love,
 " 3. He may, can, or must love ;
Plural, 1. We may, can, or must love,
 " 2. You may, can, or must love,
 " 3. They may, can, or must love.

103. *Imperfect Tense.*

- Singular*, 1. I might, could, would, or should love,
 " 2. You might, could, would, or should love,
 " 3. He might, could, would, or should love ;
Plural, 1. We might, could, would, or should love,
 " 2. You might, could, would, or should love,
 " 3. They might, could, would, or should love.

104

Perfect Tense.

- Singular*, 1. I may, can, or must have loved,
 " 2. You may, can, or must have loved,
 " 3. He may, can, or must have loved ;
Plural, 1. We may, can, or must have loved,
 " 2. You may, can, or must have loved,
 " 3. They may, can, or must have loved.

105.

Pluperfect Tense.

- Singular*, 1. I might, could, would, or should have loved,
 " 2. You might, could, would, or should have loved,
 " 3. He might, could, would, or should have loved ;
Plural, 1. We might, could, would, or should have loved,
 " 2. You might, could, would, or should have loved,
 " 3. They might, could, would, or should have loved.

SUBJUNCTIVE MOOD.

106.

Present Tense.

- Singular*, 1. If I love, *Plural*, 1. If we love,
 " 2. If you love, " 2. If you love,
 " 3. If he love ; " 3. If they love.

107.

Imperfect Tense.

| | | | |
|------------------|------------------|----------------|-------------------|
| <i>Singular,</i> | 1. If I loved, | <i>Plural,</i> | 1. If we loved, |
| " | 2. If you loved, | " | 2. If you loved, |
| " | 3. If he loved ; | " | 3. If they loved. |

IMPERATIVE MOOD.

108.

Present Tense.

| | |
|------------------|-------------------------------------|
| <i>Singular,</i> | 2. Love, love you, or do you love ; |
| <i>Plural,</i> | 2. Love, love you, or do you love. |

INFINITIVE MOOD.

109.

Present Tense, To love;

110.

Perfect Tense, To have loved.

111.

PARTICIPLES.

| | | |
|-------------------|-----------------|--------------------|
| <i>Imperfect,</i> | <i>Perfect,</i> | <i>Preperfect,</i> |
| Loving, | Loved, | Having Loved. |

SOLEMN STYLE.

112. Which of the pronouns are used only in the solemn style?

The pronoun *thou* in the second person singular number, and *ye* in the second person plural.

113. How is the verb varied in the second person singular, in the Solemn Style?

St or *est* is added to the verb or to the first auxiliary; as, Thou hearest; Thou mayst have loved.

114. How is the third person singular of the verb varied?

Final *s* of the verb or the auxiliary, is changed into *th* or *eth*; as, He loveth; He hath loved.

115. What exception to this?

The Verb *be*; *is* and *was* are not varied in this way.

116. In what writings is this style employed?

In the Sacred Scriptures and in Poetry.

117. By what class of people is it still used?

The society of Friends, or Quakers.

Conjugate the Verb LOVE, in the Solemn Style?

INDICATIVE MOOD.

118.

Present Tense.

| | | | |
|------------------|-----------------|----------------|---------------|
| <i>Singular,</i> | 1. I love, | <i>Plural,</i> | 1. We love, |
| " | 2. Thou lovest, | " | 2. Ye love, |
| " | 3. He loveth ; | " | 3. They love. |

119.

Or, (*emphatic.*)

| | | | |
|------------------|--------------------|----------------|------------------|
| <i>Singular,</i> | 1. I do love, | <i>Plural,</i> | 1. We do love, |
| " | 2. Thou dost love, | " | 2. Ye do love, |
| " | 3. He doth love ; | " | 3. They do love. |

120.

Imperfect Tense.

| | | | |
|------------------|------------------|----------------|----------------|
| <i>Singular,</i> | 1. I loved, | <i>Plural,</i> | 1. We loved, |
| " | 2. Thou lovedst, | " | 2. Ye loved, |
| " | 3. He loved ; | " | 3. They loved. |

121.

Or, (*emphatic.*)

- | | | | |
|-------------------|---------------------|-----------------|-------------------|
| <i>Singular</i> , | 1. I did love, | <i>Plural</i> , | 1. We did love, |
| " | 2. Thou didst love, | " | 2. Ye did love, |
| " | 3. He did love; | " | 3. They did love. |

122.

Perfect Tense.

- | | | | |
|-------------------|---------------------|-----------------|---------------------|
| <i>Singular</i> , | 1. I have loved, | <i>Plural</i> , | 1. We have loved, |
| " | 2. Thou hast loved, | " | 2. Ye have loved, |
| " | 3. He hath loved; | " | 3. They have loved. |

For the remainder it will be sufficient to give the second person singular, according to the following Synopsis:

123. * *Pluperfect Tense*, 2. Thou hadst loved;124. *First Future Tense*, 2. Thou shalt or wilt love;125. *Second Future Tense*, 2. Thou shalt have, or wilt have loved.

POTENTIAL MOOD.

- | | |
|--------------------------------|---------------------------------------|
| 126. <i>Present Tense</i> , | 2. Thou mayst, (canst or must,) love; |
| 127. <i>Imperfect Tense</i> , | 2. Thou mightst love; |
| 128. <i>Perfect Tense</i> , | 2. Thou mayst have loved; |
| 129. <i>Pluperfect Tense</i> , | 2. Thou mightst have loved. |

SUBJUNCTIVE MOOD.

- | | |
|-------------------------------|--|
| 130. <i>Present Tense</i> , | 2. If thou love, or If thou do love; |
| 131. <i>Imperfect Tense</i> , | 2. If thou loved, or If thou did love. |

IMPERATIVE MOOD.

- | | |
|-----------------------------|--------------------------------------|
| 132. <i>Present Tense</i> , | 2. Love, love thou, or do thou love. |
|-----------------------------|--------------------------------------|

The irregular active transitive Verb SEE may be conjugated in like manner from the following Synopsis:

Principal Parts,

See, saw, seeing, seen.

INDICATIVE MOOD.

- | | | |
|------------------------------|-------------------------|------------------|
| <i>Present Tense</i> , | 1. I see, | 2. You see, &c.; |
| <i>Imperfect Tense</i> , | 1. I saw; | |
| <i>Perfect Tense</i> , | 1. I have seen; | |
| <i>Pluperfect Tense</i> , | 1. I had seen; | |
| <i>First Future Tense</i> , | 1. I shall or will see; | |
| <i>Second Future Tense</i> , | 1. I shall have seen. | |

POTENTIAL MOOD.

- | | |
|---------------------------|-----------------------|
| <i>Present Tense</i> , | 1. I may see; |
| <i>Imperfect Tense</i> , | 1. I might see; |
| <i>Perfect Tense</i> , | 1. I may have seen; |
| <i>Pluperfect Tense</i> , | 1. I might have seen. |

SUBJUNCTIVE MOOD.

- | | |
|--------------------------|--------------|
| <i>Present Tense</i> , | 1. If I see; |
| <i>Imperfect Tense</i> , | 1. If I saw. |

IMPERATIVE MOOD.

- | | |
|------------------------|---------------------------------|
| <i>Present Tense</i> , | 2. See, See you, or Do you see. |
|------------------------|---------------------------------|

INFINITIVE MOOD.

- | | |
|------------------------|---------------|
| <i>Present Tense</i> , | To see; |
| <i>Perfect Tense</i> , | To have seen. |

PARTICIPLES.

- | | | |
|--------------------------|------------------------|----------------------------------|
| <i>Present</i> , Seeing; | <i>Perfect</i> , Seen; | <i>Preperfect</i> , Having seen. |
|--------------------------|------------------------|----------------------------------|

Conjugation of the Irregular Neuter Verb BE.

PRINCIPAL PARTS.

- | |
|---|
| <i>Present</i> , Be ; <i>Preterit</i> , Was ; <i>Imperfect Participle</i> , Being ; <i>Perfect Participle</i> , Been. |
|---|

INDICATIVE MOOD.

Present Tense.

| | | | |
|-------------------|-------------|-----------------|--------------|
| <i>Singular</i> , | 1. I am, | <i>Plural</i> , | 1. We are, |
| " | 2. You are, | " | 2. You are, |
| " | 3. He is; | " | 3. They are. |

Imperfect Tense.

| | | | |
|-------------------|--------------|-----------------|---------------|
| <i>Singular</i> , | 1. I was, | <i>Plural</i> , | 1. We were, |
| " | 2. You were, | " | 2. You were, |
| " | 3. He was; | " | 3. They were. |

Perfect Tense.

| | | | |
|-------------------|-------------------|-----------------|--------------------|
| <i>Singular</i> , | 1. I have been, | <i>Plural</i> , | 1. We have been, |
| " | 2. You have been, | " | 2. You have been, |
| " | 3. He has been; | " | 3. They have been. |

Pluperfect Tense.

| | | | |
|-------------------|------------------|-----------------|-------------------|
| <i>Singular</i> , | 1. I had been, | <i>Plural</i> , | 1. We had been, |
| " | 2. You had been, | " | 2. You had been, |
| " | 3. He had been; | " | 3. They had been. |

First Future Tense.

| | | | |
|-------------------|--------------------------|-----------------|---------------------------|
| <i>Singular</i> , | 1. I shall or will be, | <i>Plural</i> , | 1. We shall or will be, |
| " | 2. You shall or will be, | " | 2. You shall or will be, |
| " | 3. He shall or will be, | " | 3. They shall or will be. |

Second Future Tense.

| | | | |
|-------------------|------------------------|-----------------|-------------------------|
| <i>Singular</i> , | 1. I shall have been, | <i>Plural</i> , | 1. We shall have been, |
| " | 2. You will have been, | " | 2. You will have been, |
| " | 3. He will have been; | " | 3. They will have been. |

POTENTIAL MOOD.

Present Tense.

| | | | |
|-------------------|----------------------------|-----------------|-----------------|
| <i>Singular</i> , | 1. I may (can or must) be, | <i>Plural</i> , | 1. We may be, |
| " | 2. You may be, | " | 2. You may be, |
| " | 3. He may be; | " | 3. They may be. |

Imperfect Tense.

| | | | |
|-------------------|------------------|-----------------|-------------------|
| <i>Singular</i> , | 1. I might be, | <i>Plural</i> , | 1. We might be, |
| " | 2. You might be, | " | 2. You might be, |
| " | 3. He might be; | " | 3. They might be. |

Perfect Tense.

| | | | |
|-------------------|-----------------------|-----------------|------------------------|
| <i>Singular</i> , | 1. I may have been, | <i>Plural</i> , | 1. We may have been, |
| " | 2. You may have been, | " | 2. You may have been, |
| " | 2. He may have been; | " | 3. They may have been. |

Pluperfect Tense.

| | | | |
|----------------|-------------------------|---------------|--------------------------|
| <i>Sing.</i> , | 1. I might have been, | <i>Plu.</i> , | 1. We might have been, |
| " | 2. You might have been, | " | 2. You might have been, |
| " | 3. He might have been; | " | 3. They might have been. |

SUBJUNCTIVE MOOD.

Present Tense.

| | | | |
|-------------------|---------------|-----------------|----------------|
| <i>Singular</i> , | 1. If I be, | <i>Plural</i> , | 1. If we be, |
| " | 2. If you be, | " | 2. If you be, |
| " | 3. If he be; | " | 3. If they be. |

Imperfect Tense.

| | | | |
|-------------------|--|-----------------|---|
| <i>Singular</i> , | 1. If I were, " 2. If you were, " 3. If he were. | <i>Plural</i> , | 1. If we were, " 2. If you were, " 3. If they were. |
|-------------------|--|-----------------|---|

IMPERATIVE MOOD.

Present Tense.

Sing. 2. Be, be you, or do you be; *Plu.* 2. Be, be you, or do you be.

INFINITIVE MOOD.

Present Tense, To be;

Perfect Tense, To have been.

PARTICIPLES.

Present, Being; *Perfect*, Been; *Preperfect*, Having been.

THE SOLEMN STYLE.

The Verb *Be* may be conjugated in the Solemn Style from the preceding example, by substituting *ye* for you in the second person plural; "hath been" for "has been" in the third person singular of the perfect tense; and, for the second person singular, the following

SYNOPSIS:

Indicative Mood :—Thou art; Thou wast, (or wert); Thou hast been; Thou hadst been; Thou shalt or wilt be; Thou shalt or wilt have been. *Potential Mood* :—Thou mayst be; Thou mightst be; Thou mayst have been; Thou mightst have been. *Subjunctive Mood* :—If thou be; If thou were, (or wert). *Imperative Mood* :—Be, be thou, or do thou be.

COMPOUND, OR PROGRESSIVE FORM.

How is the verb conjugated in the Compound Form?

The verb is conjugated in the Compound Form by adding its imperfect participle to the neuter verb *Be*, through all its changes.

What peculiar meaning does this form of the verb convey?

It expresses the action or being as progressing or going on at the time referred to; as, John *was writing* when I saw him; Ellen *is sewing*.

What verbs admit of this form?

Most active and neuter verbs.

Conjugation of the verb WRITE in the Compound Form.

The verb *Write* may be conjugated in the Compound Form by adding the imperfect participle *writing* to the variations of the verb *Be* in the preceding conjugation; as, I am writing, You are writing, He is writing; We are writing, &c.

SYNOPSIS—First Person, Singular.

Indicative Mood :—I am writing; I was writing; I have been writing; I had been writing; I shall or will be writing; I shall (or will) have been writing.

Potential Mood :—I may be writing; I might be writing; I may have been writing; I might have been writing.

Subjunctive Mood :—If I be writing; If I were writing.

Imperative Mood :—(2d. person,) Be writing, be you writing, or do you be writing.

Infinitive Mood :—To be writing; To have been writing.

Participles :—*Imperfect*, Being writing; *Preperfect*, Having been writing.

THE PASSIVE VOICE.

How is the Passive Verb formed ?

The Passive Verb is formed by adding the perfect participle of a transitive verb to the verb *Be* through all its changes.

Conjugation of the Verb Love in the Passive Voice.

The verb *love* may be conjugated in the Passive Voice by adding the perfect participle, *Loved*, to the verb *Be* in the preceding conjugation.

SYNOPSIS.

INDICATIVE MOOD.

| | |
|-----------------------------|--------------------------------|
| <i>Present Tense,</i> | I am loved, You are loved, &c. |
| <i>Imperfect Tense,</i> | I was loved; |
| <i>Perfect Tense,</i> | I have been loved; |
| <i>Pluperfect Tense,</i> | I had been loved; |
| <i>First Future Tense,</i> | I shall or will be loved; |
| <i>Second Future Tense,</i> | I shall have been loved. |

POTENTIAL MOOD.

| | |
|--------------------------|--------------------------|
| <i>Present Tense,</i> | I may be loved; |
| <i>Imperfect Tense,</i> | I might be loved; |
| <i>Perfect Tense,</i> | I may have been loved; |
| <i>Pluperfect Tense,</i> | I might have been loved. |

SUBJUNCTIVE MOOD.

| | |
|-------------------------|------------------|
| <i>Present Tense,</i> | If I be loved ; |
| <i>Imperfect Tense,</i> | If I were loved. |

IMPERATIVE MOOD.

Present Tense, (2d. person,) Be loved, be you loved, or do you be loved.

INFINITIVE MOOD.

| | |
|-----------------------|---------------------|
| <i>Present Tense,</i> | To be loved; |
| <i>Perfect Tense,</i> | To have been loved. |

PARTICLES.

Imperfect, Being loved; Perfect, Loved; Preperfect, Having been loved.

THE NEGATIVE FORM.

What is the Negative Form of a verb ?

The Negative Form of a verb is that which expresses negation or denial ; as, He does *not* love.

How is the verb conjugated negatively ?

A verb is conjugated negatively by placing the adverb *not* after the verb or after the first auxiliary ; but in the infinitive mood and in the participles the negative is placed first.

SYNOPSIS

Of the verb *Love* conjugated negatively :

Indicative Mood :—I love not, or I do not love; I loved not, or I did not love; I have not loved; I had not loved; I shall not love; I shall not have loved.

Potential Mood :—I may not love; I might not love; I may not have loved; I might not have loved.

Subjunctive Mood :—If I love not, or if I do not love; If I loved not, or if I did not love.

Imperative Mood :—(2d. person,) Love not, love you not, or do you not love,

Infinitive Mood :—Not to love; Not to have loved.

Participles :—Imperfect, Not loving; Preperfect, Not having loved.

Passive Voice :—I am not loved; I was not loved; I have not been loved; &c.

INTERROGATIVE FORM:

How is a verb conjugated interrogatively?

A verb is conjugated interrogatively in the Indicative and Potential Moods, by placing the nominative after the verb, or after the first auxiliary.

SYNOPSIS

Of the Verb *Love* conjugated interrogatively:

Indicative Mood :—Do I love? Did I love? Have I loved? Had I loved?
Shall I love? Shall I have loved?

Potential Mood :—May I love? Might I love? May I have loved?
Might I have loved?

Passive Voice :—Ind.—Am I loved? Was I loved? Have I been loved?
Had I been loved? Shall I be loved? Shall I have been loved? Pot.—
May I be loved? Might I be loved? May I have been loved? Might I
have been loved?

NOTE.—A Verb may be conjugated interrogatively and negatively, in the indicative and potential moods, by placing the nominative and the adverb *not* after the verb, or after the first auxiliary; as, Love I not, or do I not love? Am I not loved? May I not love? May I not be loved?

PARSING.

Flowers grow in the meadow.

Grow is a verb—it expresses action, irregular—it does not form the preterit and perfect participle by adding *d* or *ed* to the present,—grow, grew, grown,—active—it expresses the action of its subject, intransitive—it does not admit an object after it, in the indicative mood—it asserts or declares, present tense—it expresses what is now taking place, in the third person and plural number—to agree with its nominative *flowers*.

If Susan were here to help us, the work might be finished.

Were is a verb—it expresses being, irregular—it does not form the preterit and perfect participle by adding *d* or *ed* to the present,—be, was, been,—neuter—it is neither active nor passive, but expresses being merely, in the subjunctive mood—it expresses a condition, imperfect tense—it expresses indefinite time, in the third person and singular number to agree with its nominative *Susan*.

To help is a verb—it expresses action, regular—it forms the preterit and perfect participle by adding *ed* to the present,—help, helped, helped,—active—it expresses the action of its subject, transitive—it admits an object after it, in the infinitive mood—it is not limited by person and number, and in the present tense—it relates to present time.

Might be finished is a verb—it expresses action, regular—it forms the preterit and perfect participle by adding *ed* to the present, passive—it represents its subject as being affected by the action, potential mood—it expresses possibility, imperfect tense—it expresses indefinite time, in the third person and singular number to agree with its nominative *task*.

Always hope for the best.

Hope is a verb—it expresses action, regular—it forms the preterit and perfect participle by adding *d* to the present,—hope, hoped, hoped,—active—it expresses the action of its subject, intransitive—it does not admit an object after it, in the imperative mood—it expresses command or exhortation, present tense—it expresses present time, in the second person, and it may be either singular or plural number—to agree with its subject *thou* or *you* understood.

I saw Willie chasing a butterfly.

Chasing is a participle—it is a form of the verb with the properties of an adjective, imperfect—it expresses a continuance of the action at the time referred to ; it is from the verb *chase*—*chase, chased, chasing, chased*,—and it relates to *Willie* as its subject.

EXERCISES IN PARSING.

Charles loves Edwin. Sarah lost her book. We will walk. They will come. I am cold. You have been idle. Lucy is sick. We shall have finished our task. John has come. The Sun is setting. A naughty boy broke the window. Cain killed Abel. You may go. Peter, study your lesson. The fire destroyed many beautiful pictures. We might have been disappointed. The greatest forces make the least noise. Ida ought to study grammar. The wind had shaken the trees. Children, obey your parents. Is she happy ? Will they come ?

ADVERBS.

1. What is an Adverb?

An Adverb is a word used to qualify or vary the meaning of a verb, a participle, an adjective, or another adverb ; as, John studies *well* ; The lesson is *very* short.

2. In the sentence "William is writing carelessly,"—which word is an Adverb?

The word *carelessly*.

3. What is the use of the Adverb here?

To tell in what manner William is writing.

4. What kind of an Adverb then may we call it?

An Adverb of Manner.

5. "John came yesterday,"—what is the use of the Adverb *yesterday*?

It tells the time when John came.

6. What kind of an Adverb is *yesterday*?

An Adverb of Time.

7. "Thou shalt surely die,"—what does *surely* express ? Affirmation.

8. "He will not comie,"—what does the adverb *not* express ? Negation.
9. Will you name a few Adverbs of Manner ? Wisely, fcolishly, carelessly, slowly, well, ill.
10. How are many Adverbs of Manner formed ? By adding *ly* to adjectives.
11. Name some Adverbs of Affirmation ? Verily, truly, certainly, yes.
12. Of Negation ? Not, no.
13. Of Doubt ? Perhaps, peradventure, perchance.
14. Of Order ? First, secondly, thirdly.
15. Of Place ? Here, there, where, whence, whither.
16. Of Time Present ? Now, to-day.
17. Of Time Past ? Already, yesterday.
18. Of Time to Come ? Hereafter, soon.
19. Of Time Indefinite ? Often, seldom, sometimes.
20. Of Interrogation ? How ? why ? where ? whence ?
21. What modifications have Adverbs ?

Some Adverbs are compared like adjectives.

22. Name some Adverbs that are compared by the terminations *er* and *est*.
- Soon, late, fast, often, long.
23. How are most Adverbs of Manner compared ? By the adverbs *more* and *most*.
24. Name some Adverbs that are compared irregularly ? Well, better, best ; badly, worse, worst ; little, less, least ; much, more, most ; far, farther, farthest.

PARSING.

The apples are not quite ripe.

Not is an adverb—a word used to qualify or vary the meaning of a verb, a participle, an adjective, or another adverb ; and it qualifies the verb *are*.

Quite is an adverb—a word &c. ; and it qualifies the adjective *ripe*.

Helen studies her lessons well.

Well is an adverb—a word &c. ; it may be compared—well, better, best ; it is in the positive degree, and qualifies the verb *studies*.

(Parse all the words in the following sentences :)

The water is very deep. The bird sings sweetly. Winter will soon be here. The copy is badly written. Jane abused her little sister most shamefully. James has found the letter which he lost yesterday. Do not tear your books. Henry was writing carelessly. I was there when he came. We can not wait. Who goes there ? Where is Clara's book ? My watch is too fast.

CONJUNCTIONS.

1. What is a Conjunction?

A Conjunction is a word used to connect words, phrases, or sentences.

2. What is a Sentence?

A Sentence is the complete expression of a thought or command by words.

3. What must every Sentence contain?

Every Sentence must contain a subject and a finite verb.

4. What is a Phrase?

A Phrase is several words taken together, but not forming a complete Sentence.

5. When may words and phrases be connected by conjunctions?

When they are in the same construction.

6. John and William study their lessons,—which words are connected?

John and William.

7. Why are the nouns *John* and *William* in the same construction?

Because they are subjects of the same verb.

8. What part of speech is *and*, and why?

And is a conjunction—because it connects words in the same construction.

9. The book is in the desk or on the table,—what does the conjunction *or* connect?

The two phrases—*in the desk*, and *on the table*.

10. Why are these phrases in the same construction?

Because they have the same relation to the noun *book*.

11. Howard is industrious, but Walter is lazy,—what does the conjunction *but* connect?

The two sentences—*Howard is industrious*, and *Walter is lazy*.

12. Into what two general classes are Conjunctions divided?

Into Copulative and Disjunctive.

13. What is a Copulative Conjunction?

A Copulative Conjunction is one that denotes an addition, cause, purpose, or condition.

14. Name the Copulative Conjunctions?

And, as, also, both, because, even, for, if, seeing, since, so, that, then, therefore, wherefore.

15. What is a Disjunctive Conjunction?

A Disjunctive Conjunction is one that denotes opposition, comparison, or restriction.

16. Which are the Disjunctive Conjunctions?

Although, but, either, else, lest, neither, nevertheless, nor, notwithstanding, or, otherwise, than, though, unless, whereas, whether, yet.

17. What are Corresponsible Conjunctions?

Corresponsible Conjunctions are those which are used in pairs, so that the one corresponds to the other; as, *Both William and Henry* are in fault; "John came *neither* eating *nor* drinking."

18. When Corresponsible Conjunctions are used, which of the two is the connecting word?

The second.

19. How should the first be parsed?

As a Corresponsible relating to the other.

20. Which are the Corresponsible Conjunctions?

Although—yet; as—so; both—and; either—or; if—then; neither—nor; though—yet; whether—or.

21. When a Conjunction consists of two or more words, what may it be called?

A Complex Conjunction.

22. Which are the Complex Conjunctions?

As if, as well as, but that, except that, even if, even though, forasmuch as, inasmuch as, seeing that, provided that, for that.

PARSING.

Sarah and Ellen are in the room.

And is a conjunction—a word used to connect words, phrases, or sentences; copulative—it expresses addition; and it connects the two names *Sarah* and *Ellen*.

He spoke as if he were in a passion.

As if is a conjunction—a word used to connect words, phrases, or sentences; complex—it consists of more than one word; copulative—it expresses condition; and connects the two clauses "He spoke" and "He were in a passion."

Neither the virtuous nor the vicious are free from trials.

Neither is a corresponsible conjunction, and corresponds to *nor*.

Nor is a conjunction—a word used &c.; disjunctive it expresses opposition of meaning; and it connects the phrases "the Virtuous" and "the Vicious."

EXERCISES—Parse all the words.

Thomas writes and ciphers. James or Henry will come. I found a large pear and a small apple. The farmer sells wheat, oats, and corn. John came neither eating nor drinking. He would go if he were invited. Sit down, and rest yourself James is idle as well as Thomas. The lightning struck a tree and killed a man. Sloth consumes faster than labor wears. We must study if we wish to improve. Steel is harder than iron. You have done the mischief, but I bear the blame. A house and a barn were destroyed. Come, and see my new book. Although he reproves me, yet I esteem him. The largest trees sometimes bear the smallest fruit. When the work is completed, I will come.—The Soldiers' and Sailors' Monument cost ten thousand Dollars. Peter's father and mother, are dead. When Cæsar had conquered the Gauls, he sought to subdue his native country.

PREPOSITIONS.

1. What is the meaning of Preposition?

Placed before.

2. What is a Preposition?

A Preposition is a word which is generally placed before a noun or pronoun to show its relation to some preceding word; as, "I saw a star fall *from* heaven."

3. The snow on the roof is melting,—what office does the word *on* perform?

It is placed before the noun *roof* and shows the relation between the preceding word *snow* and *roof*.

4. He broke through the ice,—which word is a preposition—and what is its use?

Through is a preposition, and it shows the relation between the verb, *broke*, and the noun, *ice*.

5. The horse is in the stable. 6. The Sun is the light of the world.

7. In union there is strength. 8. He fell into the water. 9. Here is an apple for you. 10. We could not live without water. 11. The tree is shaken by the wind.

LIST OF PREPOSITIONS.

Abaft, aboard, about, above, across, after, against, along, amid, amidst, among, amongst, around, at, athwart,—bating, before, behind, below, beneath, beside, besides, between, betwixt, beyond, but, by,—concerning,—despite, down, during,—ere, except, excepting,—for, from,—in, inside, into,—maugre, minus (?),—near, nigh, notwithstanding,—of, off, on, out of, outside, over,—past, pending, per, plus,—regarding, respecting, round,—sans, since,—through, throughout, till, to, touching, toward, towards,—under, underneath, until, unto, up, upon,—versus, via,—with, within, without.

PARSING.

James walked from Annville to Lebanon.

From is a preposition—a word placed before a noun or pronoun to show its relation to a preceding word; and it shows the relation between the verb *walked*, and the noun *Annville*.

To is a preposition—a word placed &c.—and it shows the relation between the verb *walked* and the noun *Lebanon*.

In union there is strength.

In is a preposition—a word placed &c.—and it shows the relation between the noun *strength*, and the noun *union*.

Eagles build their nests on rocks and in trees. A house in Cornwall was destroyed by fire. A walk in the woods is delightful. I love to hear the song of birds. The boy who struck his teacher has been expelled from school. John Smith sold his house in town, and bought a farm in the country. The task is easy, and we can finish it before night. In the beginning God created the heaven and the earth. The days are longer in summer than in winter. The ice broke and he fell into the water. Few perish with hunger; but thousands die of surfeit.

INTERJECTIONS.

- What is the meaning of Interjection ?

Thrown between.

- What is an Interjection ?

An Interjection is a word that is uttered merely to indicate some strong or sudden emotion of the mind ; as, *Oh ! alas ! pshaw ! hush !*

- What words may be used as Interjections ?

Any word that expresses strong or sudden feeling—unconnected with any other word ; as, *What ! you here ?*

PARSING.

Hush ! some one is coming.

Hush is an Interjection—a word uttered to indicate strong or sudden emotion.

I will go, but alas ! I fear it is too late. See ! the glorious sun is setting. Hark ! I hear a voice. Be merciful unto me, O ! God. Well done, good and faithful servant ! Hurrah ! The field is won.

SYNTAX.

- Of what does Syntax treat ?

Syntax treats of the construction of Sentences.

- What is a Sentence ?

A Sentence is the complete expression of a thought or command by words.

- What must every Sentence contain ?

Every Sentence must contain a subject and a finite verb expressed or understood.

- How may Sentences be divided according to their use ?

Into four classes —Declarative, Interrogative, Imperative, and Exclamatory.

- What is a Declarative Sentence ?

A Declarative Sentence is one in which something is affirmed or denied ; as, Truth is mighty ; Labor does not injure us.

- What is an Interrogative Sentence ?

An Interrogative Sentence is one which asks a question ; as, Will he come ? Is it right ?

- What is an Imperative Sentence ?

An Imperative Sentence is one which has its Verb in the Imperative Mood.

- What is an Exclamatory Sentence ?

An Exclamatory Sentence is one used in exclamation, or to express strong emotion ; as, “How are the mighty fallen !”

9. How may Sentences be divided according to their form ?
 Into three kinds :—Simple, Compound, and Complex.

10. What is a Simple Sentence ?

A Simple Sentence consists of a single assertion, question, command, or exclamation.

11. Which are the principal parts of a Simple Sentence ?

The subject or nominative, the attribute or finite verb, and the object after the verb, (when it is transitive).

12. What are the other parts of a sentence called ?

Primary or Secondary Adjuncts.

13. What is a Primary Adjunct ?

A Primary Adjunct is a word or phrase used to modify one of the principal parts.

14. What is a Secondary Adjunct ?

An Adjunct of an Adjunct.

15. What is a Compound Sentence ?

A Compound Sentence consists of two or more simple sentences connected together.

16. What are the divisions of a Compound Sentence called ?

Members.

17. What is a Complex Sentence ?

A Complex Sentence consists of two simple sentences, one of which is dependent on the other.

18. What are the Divisions of a Complex Sentence called ?

Leading and Dependent Clauses.

19. What is the use of the Dependent Clause ?

It generally modifies one of the principal parts of the Leading Clause.

20. How may clauses be connected ?

Clauses may be connected by a conjunction, by a conjunctive adverb or by a relative pronoun.

EXAMPLES.

The worst crimes do not always receive the most severe punishment.

This is a sentence ; it is the complete expression of a thought with words ; declarative—it expresses a denial. The principal parts are the subject—*crimes*, the attribute—*do receive*—and the object *punishment*. The primary adjuncts are *The worst*—of the subject, *always*—of the attribute, and *the severe* of the object. The adverbs *not* and *most* are secondary adjuncts.

I will go, if you will accompany me.

This is a complex sentence—it consists of two sentences one of which—"If you will accompany me"—is dependent on the other. The leading clause is "I will go"; and the dependent clause "you will accompany me"; The clauses are connected by the conjunction *if*.

Both clauses may be analyzed as in the preceding example.

Deep rivers move with silent majesty, but small brooks are noisy.

This is a compound sentence—it consists of two simple sentences

connected together. The members are "Deep rivers move with silent majesty" and "small brooks are noisy," and they are connected by the conjunction *but*.

In the first member, the phrase "with silent majesty" may be taken together as an adjunct of the attribute *move*; or the word *silent* may be considered separately as a secondary adjunct.

(*Analyze the following sentences :*)

The boys are writing carelessly. John lost his shoe in the mud. The smoke rises in the air. The stream, swelled by the rains, overflowed its banks. The wind shakes the trees, and the apples fall to the ground. You must stay in the house until I return from market. The cattle jumped from the yard into the road. If I were to go, he would not follow. The knife which I found was broken. He made a fortune by selling oranges. Have you studied your lesson? How soon the flowers fade! The great waves dashed over the ship, and threatened to overwhelm it.

RULES OF SYNTAX.

RULE 1. Articles relate to the nouns which they limit.

RULE 2. A Noun or a Pronoun which is the subject of a finite verb, must be in the nominative case.

RULE 3. A Noun or a Personal Pronoun used to explain or limit a preceding noun or pronoun, is put, by apposition, in the same case.

RULE 4. Adjectives relate to nouns or pronouns.

RULE 5. A Pronoun must agree with its antecedent, or the noun or pronoun which it represents, in person, number and gender.

RULE 6. When the antecedent is a collective noun conveying the idea of plurality, the Pronoun must agree with it in the plural number.

RULE 7. When a Pronoun has two or more antecedents connected by *and*, it must agree with them in the plural number.

RULE 8. When a Pronoun has two or more singular antecedents connected by *or* or *nor*, it must agree with them in the singular number.

RULE 9. A Finite Verb must agree with its subject, or nominative in person and number.

RULE 10. When the nominative is a collective noun conveying the idea of plurality, the Verb must agree with it in the plural number.

RULE 11. When a Verb has two or more nominatives connected by *and*, it must agree with them in the plural number.

RULE 12. When a Verb has two or more singular nominatives connected by *or* or *nor*, it must agree with them in the singular number.

RULE 13. Participles relate to nouns or pronouns, like adjectives, or are governed like nouns by verbs or prepositions.

RULE 14. Adverbs relate to verbs, participles, adjectives, or other adverbs.

RULE 15. Conjunctions connect either words, phrases, or sentences.

RULE 16. Prepositions show the relations of things.

RULE 17. Interjections have no grammatical dependence.

RULE 18. A Noun or a Pronoun in the Possessive case, is governed by the name of the thing possessed.

RULE 19. Active Transitive Verbs and their Active Participles govern the objective case.

RULE 20. Active Intransitive, Passive, and Neuter Verbs, and their Participles, take the same case after as before them, when both words refer to the same thing.

RULE 21. Prepositions govern the objective case.

RULE 22. A Verb in the infinitive mood is governed by the word on which the mood depends.

RULE 23. A Noun or a Pronoun is put in the Nominative case absolute, when its case depends on no other word.

ARTICLES.

1. What exception is there to Rule 1st?

The indefinite article is sometimes joined to an adjective of number, to give it a collective meaning ; as, *A few names*; *A thousand men*.

2. How is the Definite Article sometimes employed?

The Definite Article is sometimes joined to an adverb ; as, *The sooner it is done, the better*.

3. How should the Article be parsed, in such cases?

The Article and the adverb should be parsed together as an adverbial phrase.

NOUNS AND PRONOUNS.

4. What is a Collective Noun?

A Collective Noun is one which, in the singular number conveys the idea of many ; as, *people*, *army*, *majority*, *multitude*.

5. What is a Complex Noun?

A Complex Noun is one which is composed of two or more separate words ; as, *William Cullen Bryant*; *Nick of the Woods*; *The Prince of Wales*.

6. What is meant by Apposition in grammar?

Apposition is the putting of nouns or pronouns in the same case.

7. When is a noun or pronoun in Apposition with another?

A noun or pronoun is in Apposition with an other noun or pronoun, when it is put in the same case with the other, for explanation or emphasis; as, Paul, an *Apostle* of Jesus Christ; I, *John*, saw it; "The Spring has come again, the joyful *Spring*."

8. In how many cases is the noun put in the nominative case Absolute?

In four cases:—I. When it is the name of the person or thing addressed; as, *John*, come to me; Thou, *God*, seest me.

II. With a participle, and having no grammatical dependence on the rest of the sentence; as, The *night* being dark, we could not proceed.

III. By pleonasm; as, "My *vow*,—Alas! I had forgotten it." "And *I*,—whither shall I go?"

IV. When the word is merely mentioned; as, *Henry* the Eighth; *Home*, how sweet the sound.

9. What other words are sometimes used for nouns?

A Verb in the Infinitive Mood, a Phrase, a Clause, or a Sentence; may be used as a noun; as, "To err is human." To be good is to be happy." "That you have returned, is some consolation."

10. How is the pronoun *it* sometimes used?

The neuter pronoun *it* is sometimes applied to young children or small animals; as, The babe in *its* cradle. It is also used sometimes as a mere expletive, without reference to any antecedent; as, *It* rains; *It* is too late.

VERBS AND PARTICIPLES.

11. Of what person is the verb in the Imperative Mood?

A verb in the imperative mood is usually in the second person; but sometimes it is of the first or the third person; as, "Cursed be *I*!" "Thy will be done."

12. What is the sign of the infinitive mood;

The word *to*; as, I am anxious *to* hear.

13. What verbs take the infinitive after them without the word *to*?

The active verbs *bid*, *dare*, *feel*, *let*, *make*, *need*, and *see*, and their participles, generally take the infinitive without the word *to*; as, Let me *go*, for Let me *to go*; I saw it *move*, for I saw it *to move*.

14. How is the participle generally construed?

The Participle generally relates to a noun or pronoun as its subject; as, I saw a *man leading* a horse.

15. What is the subject of a passive participle?

The person or thing affected by the action expressed or implied in the participle ; as, "A *house divided* against itself can not stand."

16. When the participle does not relate to a subject how is it governed?

It is generally governed by a preposition ; as, We can not raise ourselves by *defaming* others ; but it is sometimes governed by a verb ; as, She has quit *reading* novels.

ADVERBIAL PHRASES.

17. What is an Adverbial Phrase?

When two or more words taken together perform the office of an adverb, they form an adverbial phrase ; as, *a few days ago, in vain, time and again*.

18. When should such expressions be parsed as Adverbial Phrases?

Only when they can not be parsed separately, and make the same sense.

19. What other expressions are considered by some grammarians as Adverbial Phrases?

Phrases expressing quantity, extent, or distance ; as, The wall is *six feet* high.

20. What Adverbs form exceptions to the Rule?

The Adverbs *yes, yea, no, nay, amen,* and some others, are, sometimes used independently ; and sometimes stand for a whole sentence ; as, "Is this true?" "No," i. e. "It is not true."

21. What other parts of speech do adverbs sometimes represent?

An Adverb is sometimes used for a verb in the imperative mood ; as, "*Away with him!*"

SAME CASES.

22. When a verb has the same case before and after it, what is the usual arrangement of the words?

The leading word generally precedes the verb, and the explanatory word follows it ; as, He was named John. But sometimes the order is reversed ; as, Who art thou? Here *thou* is the subject, and *who* must be parsed as the nominative after the verb, according to the sense.

23. What is Ellipsis in Grammar?

Ellipsis is the omission of words necessary to complete the construction, but not necessary to convey the sense.

24. What words must be supplied in parsing?

All words omitted by Ellipsis, that are needed to complete the construction or government.

EXAMPLES OF ELLIPSIS.

Bring (to) me a pen. He will come if he can (come). He said (that) he would come. She went (to her) home. The first lesson was difficult, but the second (lesson) is easy. I love (him) and (I) fear him. Who broke the slate? I (broke the slate). John, (and) James, and Joseph are here. We lived there (for, or during) twenty years. My

horse travels faster than his (horse travels). The book (which) you gave (to) me, is lost. Mankind's esteem they court, and he (courts) his own (esteem).

ANALYSIS AND PARSING.

Were death denied, all men would wish to die.

ANALYSIS. This is a Complex sentence; the leading clause is, "all men would wish to die;" the dependent clause, "were death denied." The clauses are connected by the conjunction *if* understood. The subject of the leading clause is "men;" the attribute, "would wish;" "all" is an adjunct of the subject *men* and "to die" is an adjunct of the attribute *would wish*, &c.

PARSING.—*Were denied* is a regular passive verb,—deny, denied, denied;—in the subjunctive mood, imperfect tense; and in the third person singular number, to agree with its nominative *death*; according to Rule 9th. *A finite verb must agree with its subject, or nominative in person and number.*

Death is a common noun, of the neuter gender, third person, singular number, and in the nominative case to the verb *were denied*.—According to Rule 2d.

All is a pronominal adjective, and relates to *men*. According to Rule 4th.

Men is a common noun, of the third person, plural number, masculine gender, and in the nominative case to the verb *would wish*.—According to Rule 2d.

Would wish is a regular, active, intransitive verb,—wish, wished, wished;—in the potential mood, imperfect tense; in the third person and plural number, to agree with its nominative *men*. According to Rule 9th.

To die is a regular, active, intransitive verb; in the infinitive mood, present tense; and depends on the verb *would wish*. According to Rule 22d.

That we must die, is certain.

"*That we must die*" is a clause used as a noun; in the neuter gender, third person, singular number, and in the nominative case to the verb *is*. According to Rule 2d.

Is is an irregular, neuter verb;—be, was, been;—in the indicative mood, present tense; in the third person, singular number, to agree with its nominative *that we must die*. According to Rule 9th.

Certain is a common adjective; in the positive degree; and relates to the clause—*That we must die*. According to Rule 4th.

The knife is worth a dollar.

Worth is a preposition, and shows the relation between the noun *knife* and the noun *dollar*. According to Rule 16th.

The man being a stranger, we did not trust him.

Man is a common noun, of the masculine gender, third person, singular number; and in the nominative case absolute. According to Rule 23d.

Being is an imperfect participle, from the neuter verb *be*;—be, was, being, been;—and relates to the noun *man* as its subject. According to Rule 13th.

Stranger is a common noun, of the masculine gender, third person, singular number; and in the nominative case after the neuter participle *being*. According to Rule 20th.

What he sent, was but a small part of the whole.

What is a double pronoun—standing for an antecedent and a relative—and it is equivalent to *that which*. It is in the third person, singular number, and neuter gender; as an antecedent, it is in the nominative case to the verb *was*. According to Rule 2d; and as a relative, it is in the objective case, and is governed by the verb *sent*. According to Rule 19th.

The man and woman who were tried for murder, have been acquitted.

Who is a relative pronoun, of the common gender, third person, and plural number—to agree with its antecedents *man* and *woman*.—According to Rule 7th; and in the nominative case to *were tried*.—According to Rule 2d.

Have been acquitted is a regular, passive verb; in the indicative mood, perfect tense; in the third person, plural number, to agree with its nominatives *man* and *woman*. According to Rule 11th.

(*Analyze and Parse.*)

An old man may lose all interest in the affairs of the present time, yet he still remembers the events of his childhood. The river overflowed its banks and covered the neighboring fields with its waters. Sir John Franklin was sent by the British government to seek a north-west passage to the Pacific ocean; but he perished in those regions of intense cold, and was buried in an icy sepulcher. Herschell, the astronomer, discovered the planet which bears his name. Jerusalem, the capital of Judea, was destroyed by Titus, the son of Vespasian. You yourself are in fault. Decatur destroyed the frigate Philadelphia in the harbor of Tripoli. Every society has a right to prescribe for itself the terms on which its members shall be admitted. Who can tell how many sins he has committed during his life. What I desire is, that equal justice be done to all. In our calmer moments, we often regret what was said in the heat of passion. The few moments that remained to him were spent in making his peace with heaven. The English people showed that they were not insensible to what was passing in Ireland. The Senate admit no spectators when they are in executive session. Of the multitude that left Egypt, only two reached the land of Canaan. He has lost both the pencil and the knife which were given to him. The woman and child who remained in the boat were saved. If Sarah and I return in time, we will visit you. Snow or ice when it melts, absorbs heat and produces cold. Neither John nor James has performed his task. I will send Mary or Ellen when she comes. The public are often deceived by false appearances and extravagant pretensions. The clergy opposed the measure, because it proposed to abolish privileges which they had long enjoyed. A brace of ducks are worth a dollar. A horse and a dog have been known to form a strong attachment to each other. Sincerity and truth form the basis of every virtue. Either you or I must attend the meeting. Has not sloth, or pride, or ill temper, or sinful passion, misled you from the path of sound and wise conduct? The horse, being frightened at the noise, ran away, and broke the carriage. The bounty displayed in the earth, equals the grandeur manifested in the heavens. A kid, standing on the roof of a house, railed at a wolf passing by. Having sold his patrimony, he engaged in merchandise.

FALSE SYNTAX.

John and me went to town.

This sentence is not correct because the pronoun *me* which is a subject of the verb *went* is in the objective case; but, according to Rule 2d, "A noun or pronoun which is the subject of a verb must be in the nominative case." Therefore "*me*" should be *I*, and the sentence should read—"John and I went to town."

It was David, him that killed Goliath.

Not correct because the pronoun "*him*" is in the objective case, and is put in apposition with the noun "*David*" which is in the nominative case; but, according to Rule 3d, "A noun &c., Therefore "*him*" should be *he*, and the sentence should read—"It was David, he that killed Goliath."

There is humor and wit in all his works.

Not correct, because the verb "*is*" is in the singular number and does not agree with its two nominatives, "*humor* and *wit*" which are connected by *and*, but, according to Rule 11th. "When a Verb &c., Therefore, "*is*" should be *are*, and the sentence should read—"There are humor and wit in all his works."

Between you and I, the fault is our own.

Not correct, because the pronoun "*I*" which should be the object of the preposition "*between*" is in the nominative case: but, according to Rule 21st. "Prepositions govern the objective case." Therefore, "*I*" should be *me*, and the sentence should be—"Between you and me, the fault is our own."

"Him being condemned, there was no hope for the others."

Not correct because the pronoun "*Him*," whose case depends on no other word, is in the objective case: but, according to Rule 23d. "A Noun &c." Therefore "*Him*" should be *He*, and the sentence should be—*He being condemned, there was no hope for the others.*

Bring me the large and small grammar.

Not correct because the article is not repeated before the two adjectives "*large*" and "*small*" which refer to different grammars; but, according to Note 2d. "When two or more adjectives &c." Therefore, the sentence should be—"Bring me the large and the small grammar."

The iron is a useful metal.

Not correct because the article "*The*" is used before the noun "*iron*" which is used in its widest sense: but, according to Note 4.

I found six pieces, but neither of them would answer.

Not correct, because the adjective *neither* is used in reference to more than two objects.—Note 15.

He is the same man who was here before.

Not correct, because the relative "*who*" is used after the adjective *same*: but, according to Note 20—clause II, "The relative *that* should be used after the adjective "*same*." Therefore, "*who*" should be *that*, and the sentence should be—"He is the same man that was here before."

I expected to have seen you.

Not correct, because the verb "*to have seen*"—which is in the infinitive mood, perfect tense is used after a verb that expresses expectation: but, according to Note 35.

James is not as tall as William.

Not correct, because the proper corresponsives are not used to deny an equality, but, according to Note 49,—they should be *so—as*, and the sentence should be—"James is not so tall as William."

NOTES FOR THE CORRECTION OF FALSE SYNTAX.

ARTICLES.

NOTE 1.—When the indefinite article *is* required, *a* should be used before the sound of a consonant, and *an* before the sound of a vowel; as, *a man*, *an acorn*, *an hour*.

EXCEPTION.—*A* is used before *u* long; and *an* is used by some writers before polysyllables beginning with *h*; as, *an historical account*.

NOTE 2.—When two or more adjectives connected by conjunctions, relate to different objects—though of the same name—the article must be repeated before each of them; as, *The Bible contains the Old and the New Testament*.

NOTE 3.—When the adjectives connected relate to the same thing or things, the article should not be repeated; as, *He was a great and good man*.

NOTE 4.—A noun used in its widest sense, should not be limited by an article; as, *Man* is mortal; *Virtue* leads to happiness.

NOTE 5.—The article should not be used before titles, names, or words, used merely as such; as, *He* is styled *President*; “*Boys*” is a common noun.

NOTE 6.—In expressing a comparison, if both nouns refer to the same person or thing, the article should not be repeated; as, *He is a better writer than speaker*.

ADJECTIVES.

NOTE 7.—The pronominal adjectives *this* and *that* must be joined to nouns of the singular number, and *these* and *those* to the plural; as, *This man*, *those gloves*.

NOTE 8.—When the adjective expresses a definite number, the noun must be made to agree in number with the adjective; as, *The wall is ten feet high*.

EXCEPTIONS.—One hundred *head* of cattle; A fleet of twenty *sail*.

NOTE 9.—The superlative degree should not be used to express a comparison between two; “*The best of the two*” is incorrect.

NOTE 10.—When the comparative degree is used, the latter term of comparison should not include the former. “*Man has more wants than any creature*” is not correct because the term “creature” includes *man*.

NOTE 11.—When the superlative degree is used, the latter term of comparison should not exclude the former. “*God is the wisest of all created beings*” is not correct because “*God*” is not a *created being*.

NOTE 12.—Double comparatives or double superlatives should not be used.

NOTE 13.—In prose, an adjective should not be used for an adverb.

NOTE 14.—The pronoun *them* should not be used as an adjective.

NOTE 15.—The pronominal adjectives *either*, *neither*, should not be used in reference to more than two things.

PRONOUNS.

NOTE 16.—A pronoun should not be used in the same construction with the word or words which it is designed to represent.

NOTE 17.—The relative *who* should be applied only to persons, or to animals personified.

NOTE 18.—The relative *which* should be applied to brute animals, and things without life.

NOTE 19.—A name used merely as a name should be represented by *which*.

NOTE 20.—The relative *that* should be used,

I.—After the superlative degree;

II.—After the adjective *same*;

III.—After *who* used interrogatively;

IV.—After joint antecedents including persons and things;

V.—After an unlimited antecedent;

VI.—After the pronoun *it* used indefinitely.

NOTE 21.—To prevent ambiguity the relative should be placed as near as possible to the antecedent.

NOTE 22.—The pronoun *what* should not be used instead of the conjunction *that*.

NOTE 23.—The pronoun *thou*, and the plural *ye*, are not used in ordinary conversation.

VERBS.

NOTE 24.—The terminations of the verb which belong to the solemn style should not be used in ordinary conversation.

NOTE 25.—A verb which has for its subject an infinitive, a phrase, or a sentence, must be in the third person singular.

NOTE 26.—When two subjects or antecedents are connected by *as well as*, *and also*, *and not*, or *but not*, the verb must agree with the former.

NOTE 27.—Two or more subjects or antecedents preceded by *each*, *every*, or *no*, require a verb or pronoun in the singular number.

NOTE 28.—When the nominatives are of different persons or numbers, so as to require different forms of the verb, the verb or its auxiliary must be repeated with each.

NOTE 29.—The speaker should generally mention himself last.

NOTE 30.—Those verbs and participles which require an object, should not be used intransitively.

NOTE 31.—Those verbs and participles which do not admit an object, should not be used transitively.

MOODS AND TENSES.

NOTE 32.—A future contingency should generally be expressed by a verb in the subjunctive present.

NOTE 33.—The imperfect tense of the subjunctive mood expresses indefinite time—and generally implies that the supposition is not true. "If John were here" implies that John is *not* here.

NOTE 34.—The perfect tense should not be used to express action or being in time fully past.

NOTE 35.—A verb in the potential pluperfect, or in the infinitive perfect should not be made to depend on another verb that expresses hope, desire, wish, intention, command, expectation, or permission.

NOTE 36.—Propositions that are at all times equally true or false should generally be expressed in the present tense.

PARTICIPLES.

NOTE 37.—A preposition should not be used after the active participle of a transitive verb.

NOTE 38.—When the participle is used as a noun, an article or pronominal adjective is generally required before it and the preposition of after it.

NOTE 39.—The participle should have a clear relation to its subject.

NOTE 40.—The preterit of irregular verbs should not be used for the perfect participle, nor the participle for the preterit.

ADVERBS.

NOTE 41.—The adverb is generally placed before the adjective or adverb which it qualifies; and after the verb, (if a single word,) or after the first auxiliary.

NOTE 42.—When the adverb *not* qualifies an infinitive it should be placed before it.

NOTE 43.—Adverbs should not be used as adjectives.

NOTE 44.—The adverb *no* should not be used to qualify a verb or participle.

NOTE 45.—A negative in English admits but one negative word.

~~As~~ But the negative may be emphatically repeated; as, "Shall never, never reach thee more."

CONJUNCTIONS.

NOTE 46.—When two terms connected, refer jointly to a third, they must be adapted to *it*, and to each other, both in sense and form.

NOTE 47.—After *else*, *other*, *otherwise*, *rather*, and all comparatives the latter term of comparison should be introduced by the conjunction *than*.

NOTE 48.—The words *how*, *how that*, *as*, or *as how*, should not be used for the conjunction *that*.

NOTE 49.—Care should be taken to use proper corresponsives, and to give them their right place in the sentence.

LIST OF CORRESPONSIVES.—*Both—and*; *Either—or*; *Neither—nor*; *Not only—but also*; *Though—yet*; *Whether—or*; *As* (adv.)—*as*, with an adjective or adverb, to express equality; *As* (adv.)—*so*, with two verbs, to express equality, or proportion; *So* (adv.)—*as*, to deny an equality, or to express a limited comparison; *So* (adv.)—*that*, with a finite verb, to express a consequence.

PREPOSITIONS.

NOTE 50.—In the use of prepositions care should be taken that they rightly express the relations intended.

NOTE 51.—The preposition should not be omitted, unless usage sanctions the omission.

NOTE 52.—It is generally inelegant to make a phrase or sentence end with a preposition.

NOTE 53.—The preposition should not be separated, by an intervening phrase, from the word which it governs.

POSSESSIVES.

NOTE 54.—In the use of the possessive case, its proper form should be observed.

NOTE 55.—When two or more nouns in the possessive case are connected—denoting joint owners of the same thing or things, the sign of possession should be added to the last only.

NOTE 56.—When two or more nouns in the possessive case are connected—denoting the owners of different things, though of the same name, the sign of possession must be joined to each of them.

NOTE 57.—When nouns in apposition are in the possessive case, the sign of possession is annexed to that one only which is nearest to the governing word expressed or understood.

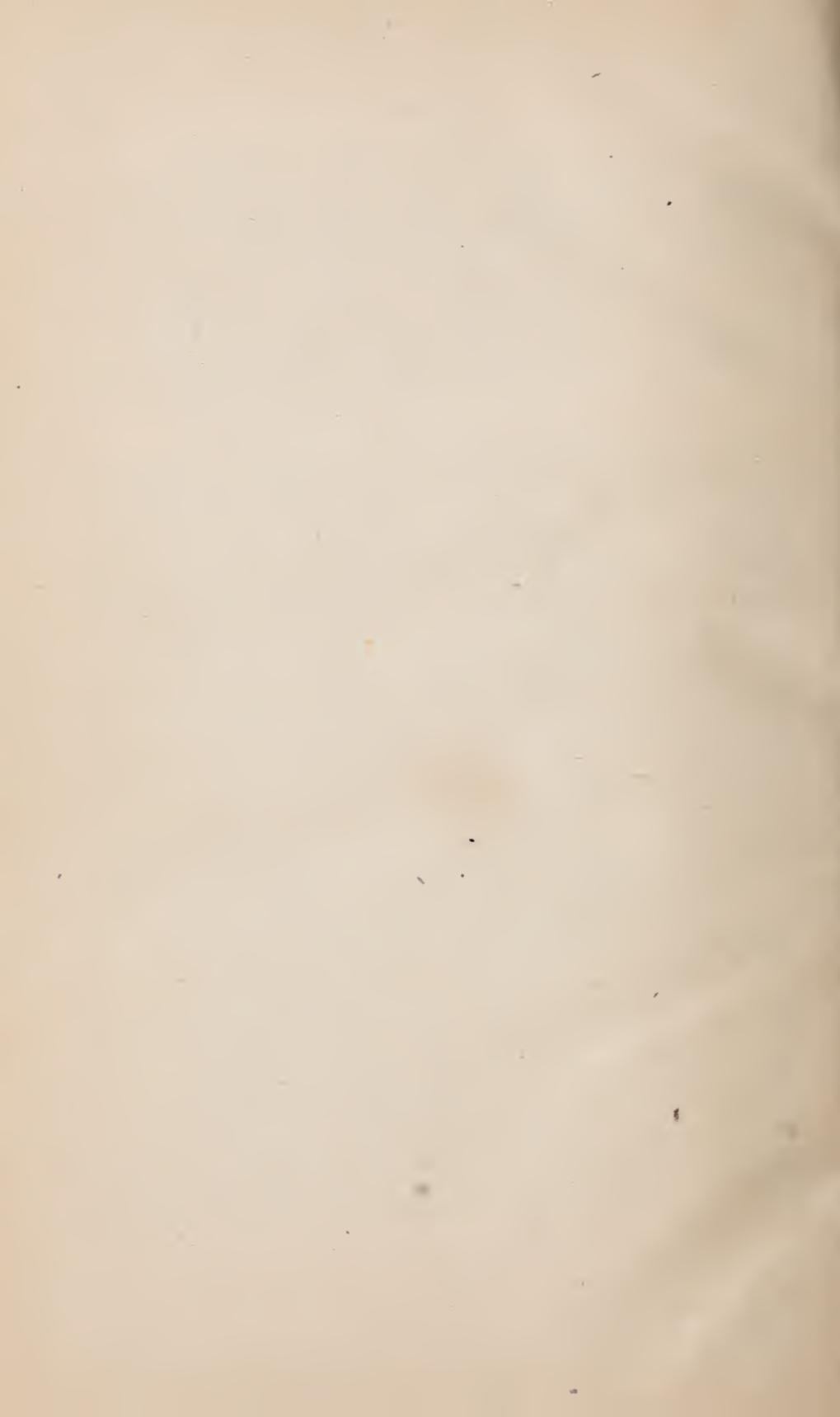
NOTE 58.—It is sometimes preferable to express the relation of property by the preposition *of* and the objective; and both forms may be used to avoid a repetition of either.

SENTENCES FOR CORRECTION—ACCORDING TO RULES.

2. James and me are of the same age. 3. I saw Bryant, he who wrote "Thanatopsis." 5. She took away the scissors, and has not returned it. Every one must judge of their own feelings. 6. The minority should not be deprived of its rights. 7. Worth and honor should be preferred for its own sake. 8. Neither Thomas nor William had finished their task. 9. Four years' interest were allowed. The number of vessels are unknown. 10. Mankind was not then united in the bonds of society. 11. Much does human pride and folly require correction. 12. Great gain or loss are likely to result. 19. Thou only have I chosen. Who shall we send on this errand. 20. I thought it was him. It was not me that did it. 21. I will divide it between you and I. 23. Him being absent, the business could not proceed. Him that hath ears to hear, let him hear.

SENTENCES FOR CORRECTION—ACCORDING TO NOTES.

1. This is an wonderful invention. Envy is the feeling of a ungenerous mind. 2. Ice surrounds the North and South Pole. There is a difference between the old and new method. 3. There is an other and a better world. 4. What kind of a bird is that? The iron is a useful metal. 5. He deserves the title of a gentleman. 6. Scott is a better novelist than a poet. 7. These kind are the best. 8. The wall is ten foot high. 9. Of two evils choose the least. 10. Man has more wants than any creature. 11. This is the smallest of all the others. 12. This was the most unkindest cut of all. 13. Kate does not write as good as Emma. 14. Which of them books would you prefer? 15. Did either of the company stop to assist you? 16. Harry Mitchell his book. Many words they darken speech. 17. Our Father, which art in heaven. 18. Here is a horse who was wounded at Gettysburg. 19. She called him Nero—who is another name for infamy. 20. He is the same man whom we met before. It was not I who gave you the book. 21. A man may have pleasing manners whose morals are bad. 22. I did not know but what the story was true. 23. This book is thine. Ye have done very well. I will see thee to-morrow. 24. He hath lost his book. Jane loveth Martha. 25. That they have not done their duty, are certain. 26. Sarah, as well as her sisters, are to blame. 27. Every man and every woman were numbered. 28. Are they or I expected to be present? 29. We will go together, I and he. 30. You should not set by the window. We can not permit of such conduct. 31. Egypt grows cotton. 32. If he is prudent, he will succeed. 33. If John was here, I would go with you. 34. I have finished Virgil last week. 35. I expected to have seen you before. 36. He said that virtue was its own reward. 37. I heard them discussing of the subject. 38. Robbing birds' nests may lead to house-breaking. 39. Sailing up the river, the whole town may be seen. 40. Mary has broke her slate. I seen him yesterday. Having swore falsely, he escaped. 41. We never are satisfied. 42. To not love our parents is unnatural.—43. Such events are of seldom occurrence. 44. Is it true, or no? 45. He has not found nothing. He never gave nothing to nobody. 46. My horse is as good, or better than yours. 47. It was no other but Henry. I expected something more besides this. 48. He said as how it was impossible. 49. Do you think this is so good as that? 50. He lives at Reading. Let us go in the meadow. 51. He is unworthy your care. 52. That is the place I came from. 53. The robbers broke into, and plundered the house. 54. Johns' book is torn. Her room is neater than yours'. The merchant sells lady's gloves. 55. That is John's and Mary's task. 56. Get William or John's book. 57. He borrowed Martin's, the farmer's horse. 58. I met my wife's sister's husband at the depot. The world's government is not left to chance. I saw the tracks of the cattle of my neighbor, by the creek.



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